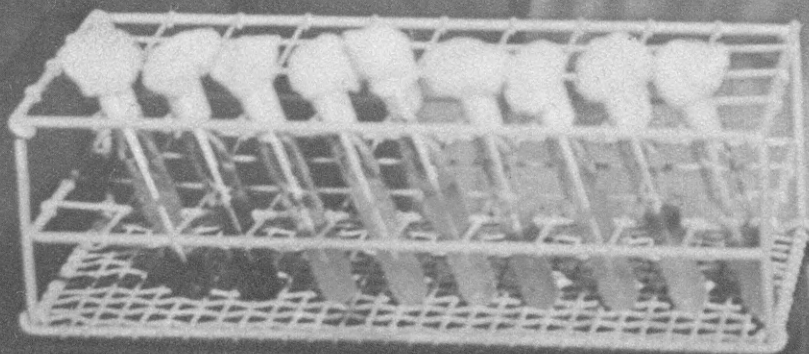
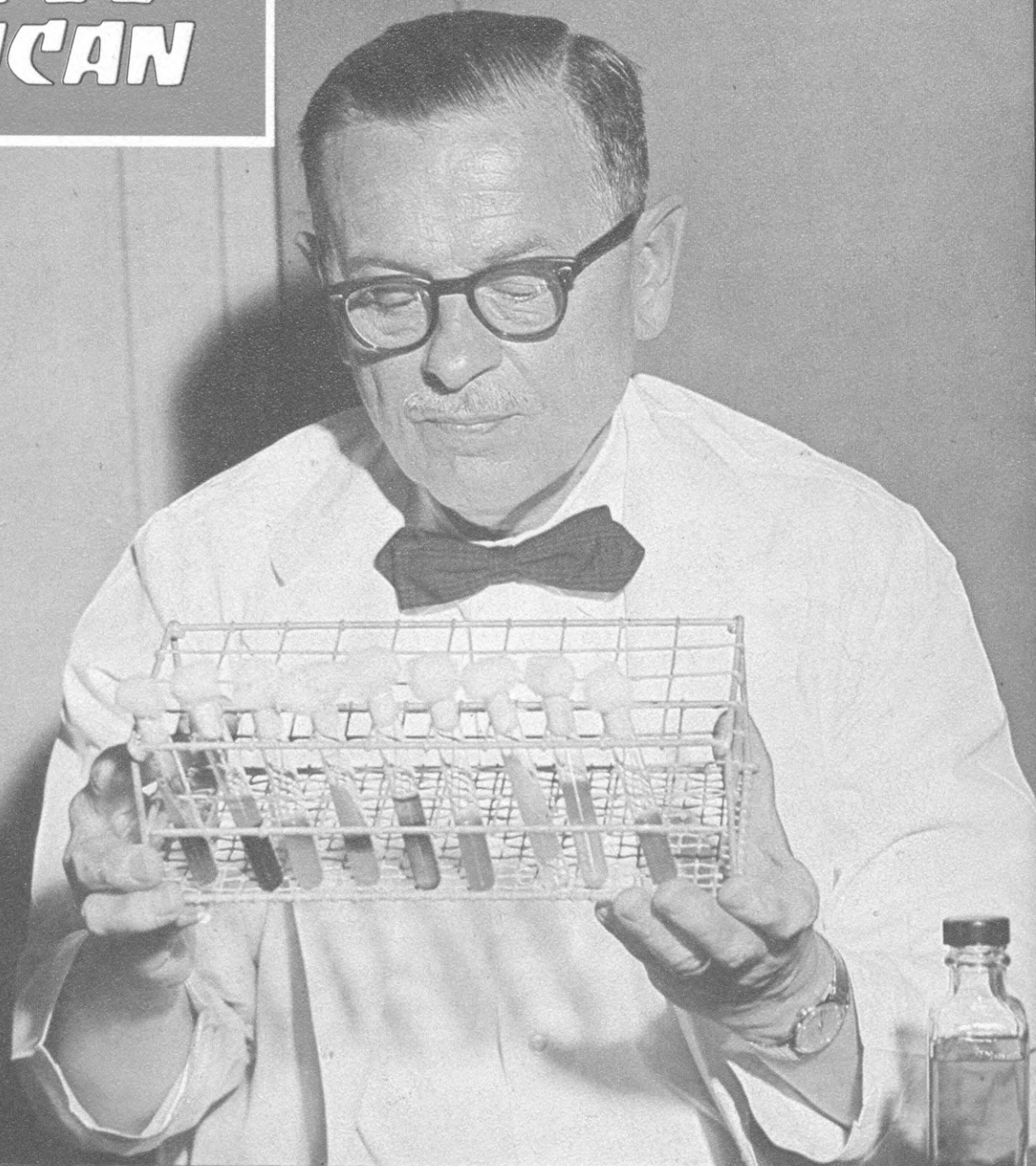


THE  
**DEAF**  
AMERICAN

Bacteriologist

**DR. ANTHONY A. HAJNA**

THE NATIONAL MAGAZINE FOR ALL THE DEAF



**JUNE 1967**

50c Per Copy

# The Editor's Page

## Junior NAD—A Going Organization

With the end of the 1966-67 school year, we think it is time to extoll the splendid work of the Junior National Association of the Deaf chapters which have been functioning on the campuses of many of our residential schools for the deaf, as well as on Kendall Green—where the Preparatory Class' chapter has been simply great!

While the Junior NAD was organized several years ago, it was not until the past year that it revealed its true potential—growth of leadership among the newest generation of the deaf, publication of the **Junior Deaf American**, selection of all-star athletic teams, participation in literary contests and many other activities. Full credit is due the national director, Mr. Frank Turk of Gallaudet College, Mrs. Judith Tingley of the New Mexico School for the Deaf (who has served as editor of the publication) and the sponsors of the various chapters.

We are expecting even more progress next year. Additional chapters are due to be organized and schools which encourage the Junior NAD chapters will find their support rewarding many fold. From the ranks of the present Junior NAD leaders will emerge some of the leaders of tomorrow in the many organizations of the deaf—national, state and local. Congratulations, everybody, for a job well done the past year!

## Information and/or Propaganda

This is the age of "publish or perish." Master's theses and doctoral dissertations dealing with deafness and the deaf abound. Grants from various sources make extensive research studies possible, with reports becoming increasingly bulkier. One must keep on writing and getting his output published even after appointment to a position of prestige.

The output is tremendous—so tremendous that it takes the full-time services of an abstractor to keep up with the new material. Some of the efforts are well worthwhile. About others we are somewhat skeptical. We are still more skeptical when "new" angles are probed and "spectacular" results claimed. All

too often the "new" and "spectacular" are seized upon for propaganda of the most harmful nature. Well do we recall, for example, how about a decade ago certain doctors claimed a miraculous breakthrough in operative techniques which would restore hearing to the deaf. Although the operation itself promised to achieve favorable results, the doctors neglected to point out that only a **certain** type of hearing disability could be helped by such an operation. Unfortunately, claims of this sort get the headlines and do the majority of the deaf a disservice.

Speaking in the same vein, we have pointed out again and again that misleading propaganda leads to the inevitable questions, "Can you read lips?" What deaf person, regardless of his education or walk of life, doesn't have to contend with such a query?

Even if a deaf person replies, "Yes," there is so much left unsaid and the questioner rarely wants to listen to the qualifications. We dare say that just about every deaf individual can read lips to some extent, but . . .

Another form of propaganda is the exploitation of "successful" deaf students who manage to go through public high schools and colleges and universities for the normal hearing. The organization we have in mind proclaims to the world: "Now see what speech and lipreading can do!" Never mind the qualifications and the behind-the-scenes stories.

Contrary to what some of those propagandists would have the public believe, the National Association of the Deaf is not **against** oralism. What the NAD is against is the **misleading** propaganda which would hoodwink parents and the public into believing that speech and lipreading alone are the answer to all the problems connected with deafness. The "successful" deaf students are the exception rather than the rule and that they do succeed is due more to **inherent ability** and **hard work** than to utilization of oral communication. Mastery of the English language in its written form is, of course, far more important than mastery—or even passable competence in its spoken form where the deaf at large are concerned.

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JUNE, 1967



# Dr. Anthony A. Hajna: Hoosier Bacteriologist

By JESS M. SMITH

March 1912 . . . A five-year-old boy, the son of a machinist father and a mother born in Poland, was admitted to Springfield Hospital in Springfield, Massachusetts . . . The diagnosis: Epidemic cerebrospinal meningitis . . . The result: Deafness.

June 1967 . . . A 60-year-old bacteriologist in charge of enteric bacteriology in the Microbiology Division of the Indiana State Board of Health in Indianapolis . . . One of the nation's authoritative scientists in his particular field . . . Author of countless research papers and originator of scores of complex formulas and short-cut laboratory procedures for quick and accurate identification of epidemic type forms of bacteria.

That, in a couple of paragraphs, identifies Dr. Anthony A. Hajna, beyond doubt



At the age of 16, Tony graduated from the Mystic Oral School for the Deaf at Mystic, Connecticut.

the world's outstanding deaf bacteriologist who is still coming up with discoveries years ahead of others. And "Doc Tony" has yet to get around to publishing some of his highly efficient formulas. Those which have been printed are widely used in public health laboratories throughout the United States—as well as in Canada, Mexico, the West Indies, South America, Australia, Japan, Europe and Israel. At least two laboratories, Difco of Detroit and the Baltimore Biological Laboratories, manufacture and distribute Hajna



STOKER—While a student at both Gallaudet College and Johns Hopkins University, Tony helped finance his education stoking furnaces. This muscular pose was during his sojourn on Kendall Green.

formulas. (Incidentally, Tony does not ask for or collect one penny of royalties.)

Now back to the beginning . . .

After Tony became deaf, his family moved to Bridgeport, Connecticut. For a time, Tony was kept out of school entirely. His family could not afford the tuition fee to the Clarke School for the Deaf at Northampton, Massachusetts, so Tony was enrolled in the Mystic Oral School for the Deaf at Mystic, Connecticut. Strange as it may seem to his present acquaintances, Tony won a silver loving cup as Mystic's "Best all-around athlete" in 1922. He graduated in 1923 and then returned to Mystic to work as "supervisor" of boys a couple of years.

Eventually Tony learned about Gallaudet College and decided that it was the place to further his education. He showed up on Kendall Green in September 1925 and left with his bachelor's degree in June 1930. In addition to being an outstanding student, Tony found time to participate in numerous extracurricular activities (when he wasn't waiting tables and doing other chores to help pay his own way). Among other doings, he was student manager of the track team and had leading roles in several plays.

Things weren't looking too rosy in June 1930 with the United States in the throes of the Great Depression. Tony was interested in a scientific career, and the doubts of some of his acquaintances as to his ability to pursue graduate studies spurred him on to enroll at Johns Hopkins University in Baltimore, first as a special student and then as a full-fledged candidate for a master's degree in the School of Hygiene and Public Health. It was tough sledding financially, with no help available from his family and part-time jobs very, very scarce. Tony stoked furnaces and managed to keep going by earning a couple of scholarships—a Rockefeller Foundation scholarship for one year and then a City of Baltimore scholarship to work on a thesis dealing with the different types of bacteria due to conditions of milk cans.

In June 1932, Tony received his master of science in hygiene degree from Johns Hopkins. Even before his graduation, he had made such a good impression that he was appointed (on February 15, 1932) assistant bacteriologist in the central laboratory of the Maryland State Department of Health. He remained there for 17 years prior to coming to



MUSKETEER—While a student at Gallaudet College, Tony took part in many theatrical presentations. In this picture he is costumed in the role of Aramis in the Dumas classic.

## OUR COVER PICTURE

Dr. Anthony A. Hajna is shown examining cultural reactions of suspected organisms—whether typhoid, paratyphoid or dysentery—in the enteric laboratory of the Microbiology Division of the Indiana State Board of Health. (Photo credit: Jack Ansly, art director, ISBH.)





Gallaudet College students have long sought to combine summer vacations with jobs and resort recreation. Tony (holding up his arms in the center) was one of a group of Gallaudet underclassmen who went to Seagirt, New Jersey, during the summer of 1928 to wait tables, wash dishes, deliver ice and the like. Readers will probably be able to identify most of those students in bathing garb. (The ladies are hearing waitresses at the New Jersey resort.)

Indiana in 1949 as senior bacteriologist in the Indiana State Board of Health laboratories.

In December 1950, Tony accepted an attractive offer from the Vermont State Board of Health to come to Burlington to train workers in the state laboratories. This was a rewarding two-year stint, but the opportunities back in Indiana were obvious.

Before returning to Indianapolis, Tony spent a brief period with the U. S. Public Health Service in Cincinnati, Ohio, participating in membrane filter technical studies preparatory to taking charge of the enteric research division of the Indiana State Board of Health. He has been there ever since, and Indiana is recognized as having one of the best state setups in diagnosis and control of enteric infections that occur in the form of typhoid, salmonellosis, shigellosis and related diseases.

(Lest readers puzzle unnecessarily over these technical terms, it should be pointed out that Tony specializes in the identification—quickly and accurately—of epidemic type bacteria that are occasioned by food contamination and spoilage and impure water supplies.)

An example of Tony's recent efforts is the setting up of a statewide system to diagnose and control Asiatic cholera, should the bacteria in some manner appear in Indiana.

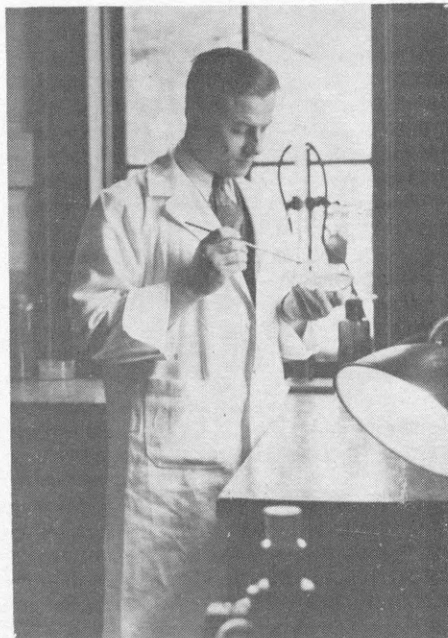
Like other state laboratory bacteriologists, Tony also runs routine tests for rabies and other forms of infectious bacteria. Given the time and assignment, he could no doubt function equally as well in other areas of the public health laboratory operations.

Some of Tony's more spectacular exploits have been in tracking down the sources of paratyphoid and salmonellosis epidemics. A sudden outbreak calls for quick diagnosis and a "whodunit" inves-

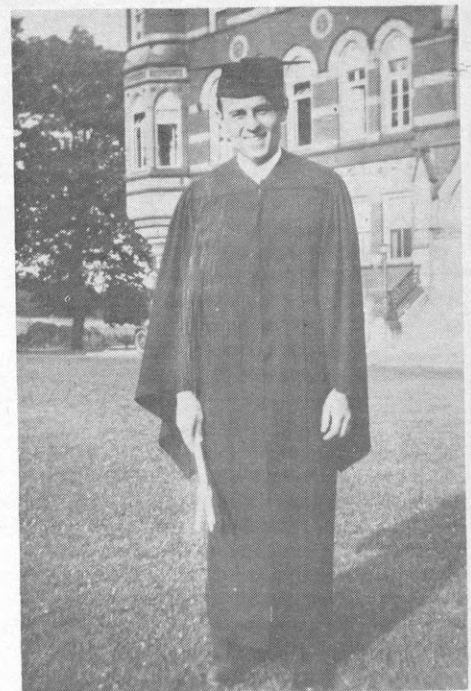
tigation to ascertain the source of infection and/or culprit.

Scores of people may come down sick within the space of a few hours after eating picnic food or partaking of meals prepared and served under apparently sanitary conditions. "Food poisoning" is a simple layman's diagnosis, but far more important is laboratory identification of the triggering agent and the followup.

Two cases stand out in Tony's "microbe hunting" career in Indiana. First, was the instance of a mass outbreak of "food poisoning" which occurred in a nunnery. Sisters from other states had come to attend a conference. Scores were felled by a violent type of dysentery after eating in the dining hall. The state board of health was called in to investigate. All sorts of tests were run. Sources of milk and other food supplies, as well as regular food handlers, were checked. Results were negative. Then Tony com-



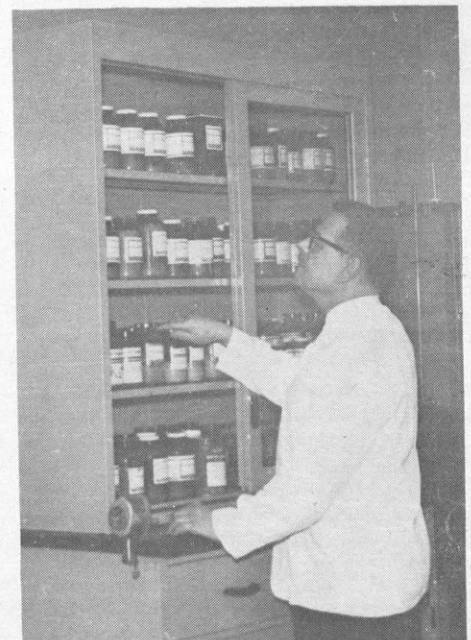
**FIRST JOB**—This picture taken in 1932 shows Tony in a Maryland State Department of Health laboratory while serving in his first position. At that time a lot of his work was on bacteria found in milk and water supplies.



When Tony received his sheepskin from Gallaudet College in 1930, he was looking forward to continuing his studies at Johns Hopkins University.

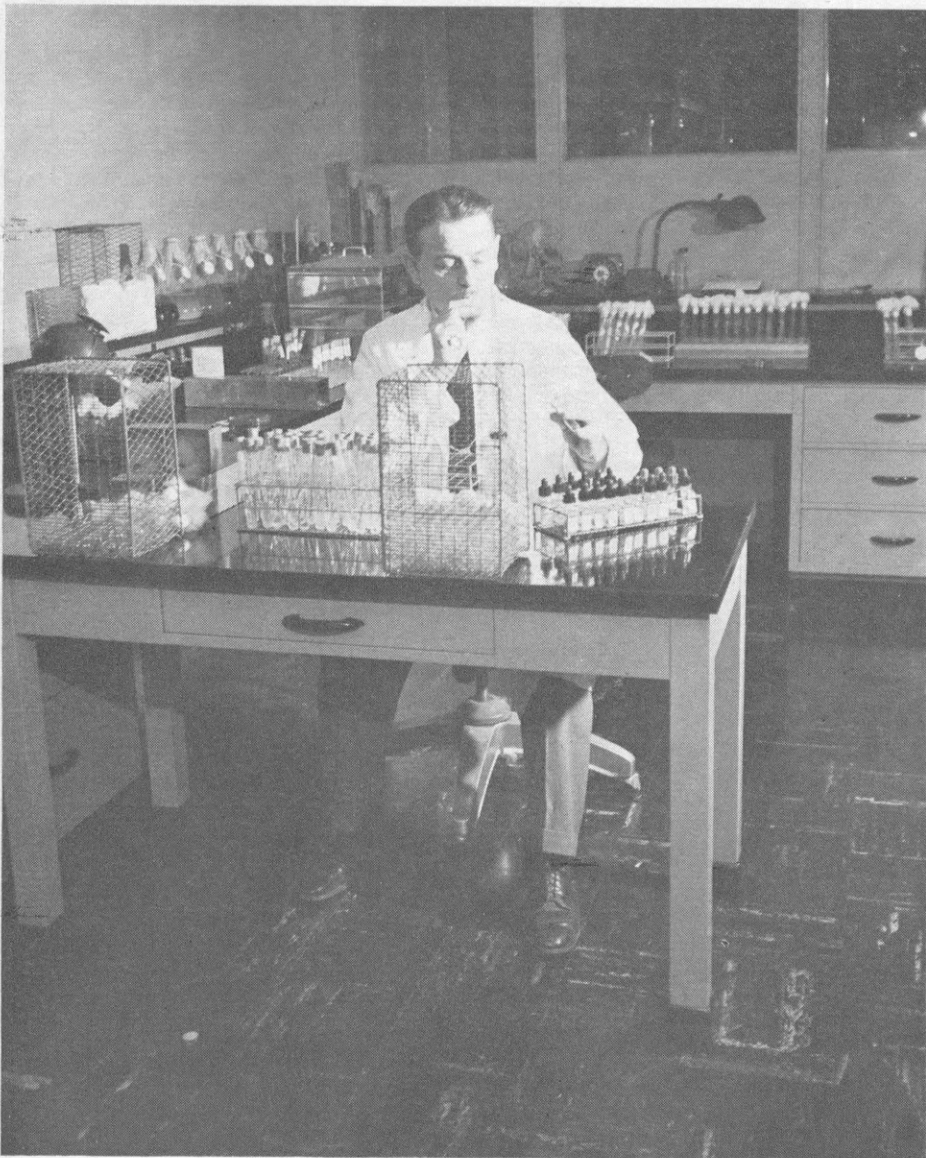
bined his scientific training with "horse sense" to check on conditions which prevailed during the conference. It so happened that "extra help" had been utilized to help prepare food for the influx of visitors. More individual tests were run, and the mystery was solved: An elderly nun was found to be a typhoid carrier. She had been drafted to help out with food preparation. The state board of health ruled that she must thereafter be kept isolated and the case was closed.

Another case involved "food poisoning" at an Amish picnic with salmonellosis the



**FORMULA CABINET**—Dr. Hajna has originated many of the formulas used in his work as a state bacteriologist. Here he makes a selection from a well-stocked cabinet in his laboratory at the Indiana State Board of Health.





**SERUMS**—Dr. Hajna, in addition to identifying various types of enteric bacteria, works on serums to combat them. In this picture he is experimenting with various forms of salmonellosis bacteria to find the most effective counter-agents. Although epidemics are rare, it is important to stockpile serums for possible outbreaks.

culprit bacteria. Routine tests were run on the food served and sources, without results. From his knowledge of salmonellosis, Tony suspected poultry as the source of infection. To make a long story short, although no eggs in the food served had been directly contaminated, one of the persons who assisted in the preparation of the food had been handling shell eggs covered with salmonellosis bacteria and had failed to wash his hands thoroughly.

As already stated, much of Tony's laboratory work is routine. Fortunately, most tests are negative and enteric epidemics are few and far between. Far more important are the development and improvement of test procedures and setting up of guidelines for handling outbreaks. Food processors and food handlers are kept well informed about possible shortcomings. As head of Indiana's enteric bacteriology laboratory, Tony has the full backing of his superiors in any recommendations he may see fit to make.

Right now Tony is "sitting on" several unpublished formulas and reports, which he hopes to find time—eventually—to type up and submit for publication. Such material is assured wide distribution. For one thing, Tony is on the editorial board of the **Laboratory Digest**, a bimonthly review of the literature is laboratory medicine. Tony's colleagues are constantly urging him to add to the 30 or so of his published articles to advance laboratory techniques in the enteric field.

Tony's professional associates address him as "Doctor" and many assume he is actually a doctor of medicine. His high standing belies the fact that his title is an honorary Doctor of Letters degree which was bestowed by his alma mater, Gallaudet College, in 1961 in recognition of his accomplishments in the field of microbiology.

A walk-in incubator is an important part of the enteric bacteriology facilities in the Indiana State Board of Health laboratories in Indianapolis. In this picture, Dr. Hajna is shown inspecting a culture.

Tony is a member of the American Association for Advancement of Science, American Society for Microbiology, American Public Health Association and the New York Academy of Sciences.

Now for Tony's other interests . . .

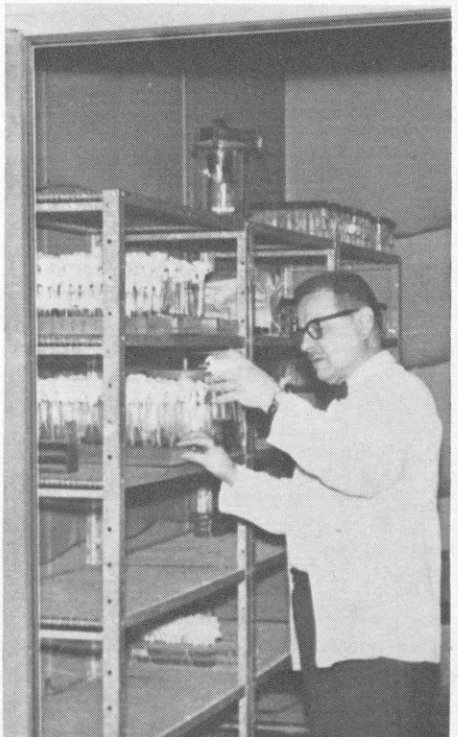
In 1965, Tony was named recipient of the Indiana state award by the Executive Audiological Rehabilitation Society (EARS).

While a resident of Baltimore, he was very active in the National Fraternal Society of the Deaf, serving as president of the Baltimore division five straight terms. He was an amateur thespian of considerable note, appearing in numerous theatrical presentations featuring deaf talent. He produced and acted in a pioneer "home movie" of the deaf made in the 1930's—"The Mad Doctor."

In Indiana, Tony has devoted considerable time to the affairs of the Archibald Memorial Home for Aged Deaf at Brookston. In addition to his three terms as secretary of the board of directors, he has maintained the Home's liaison with the state board of health.

He has served two terms as president of the Indianapolis Chapter of the Gallaudet College Alumni Association. After serving as secretary, he was elected president of the Indiana Association of the Deaf in 1965 for a two-year term expiring with this month's convention of the IAD. He represented the Indiana Association at the Miami convention of the National Association of the Deaf in 1962 and was chairman of the Committee on Credentials.

Tony's present avocation is flower gardening and landscaping at the West 59th Street home in Indianapolis which he and Mrs. Hajna (the former Helen McKissic and an employee of the Indiana Department of Administration) bought two





Dr. and Mrs. Anthony A. Hajna, both of whom are veteran employees of the State of Indiana.

years ago. Although the Hajnas have two lots in Kissimmee, Florida, Indianapolis acquaintances will give you even money that Tony and Helen will remain Hoosiers when Tony eventually retires as a bacteriologist. In the meantime, he is as enthusiastic as ever as he formulates new bacterial culture media and remains on the alert for epidemics—while working on preventive procedures.

#### Hafford D. Hetzler

Hafford D. Hetzler, 74, of Indianapolis, Indiana, passed away on May 31, 1967. He was a former member of the Executive Board of the National Association of the Deaf, having served a three-year term 1937-1940. He also served a term as president of the Indiana Association of the Deaf.

Born in Tennessee, Mr. Hetzler attended the Ohio and Indiana Schools for the Deaf, graduating from the latter. At various times he resided in Akron, Ohio, and Angola and Fort Wayne, Indiana. A skilled monument engraver, he at one time wrote columns for a Fort Wayne newspaper.

Graveside services were held in Memorial Park, Indianapolis, on June 3.

Survivors include three daughters and two sons. Mrs. Hetzler preceded her husband in death two years ago.

#### Garretson Chosen COSD Executive Director

Mervin D. Garretson has been appointed executive director of the Council of Organizations Serving the Deaf by its executive committee, subject to ratification by the full board. He is to begin duties on July 1, 1967. Garretson, presently COSD president as well as secretary-treasurer of the National Association of the Deaf, has been a member of the Gallaudet College faculty for the past five years.

## Las Vegas Has Its Famed 'Strip,' But Other Attractions Abound

The perennial mystique of Las Vegas is its built-in ability to surround visitors with a hi-fi stereo atmosphere of long playing around-the-clock excitement. Last year, about 12 million visitors came under its spell. And to each of them, Las Vegas with its symphony of sights and sounds held a different meaning.

Even the obvious attractions—gaming, shows, sports, perpetual sunshine—don't by themselves tell the whole fascination. It's more a matter of individual experiences—a 360-degree circle of vivid impressions.

Right off, for example, two pictures pop into just about everyone's mind. The famed three miles of resort hotels known as the "Las Vegas Strip" and the incredibly lit downtown area called "Casino Center." Both leave even the word "glamorous" considerably weak.

It is the Strip that makes Las Vegas synonymous with plushy lively casinos, lavish showrooms, theater-lounges luxurious far beyond their calling, contoured swimming pools—and rooms, rooms, rooms. Mainly, it is the only place in the entertainment realm where you can see Hollywood's top stars and the world's most opulent stage productions merely for the price of dinner or cocktails.

This holds true any night of the year. Currently, for instance, no less than four million-dollar extravaganzas, one Broadway production, four shows starring headliners, and any number of variety revues are playing simultaneously.

It's not unusual to see hotel marquees proclaiming such shows as "Folies Bergere," "Casino de Paris," "Lido de Paris," or the U.S.A.'s answer, "Hello America." At any time you might read such names as Mitzi Gaynor, Ella Fitzgerald, Frank Sinatra, Dean Martin, Connie Francis, Eddie Fisher, Jimmy Durante, Carol Lawrence, Sammy Davis, Jr.,

or a raft of others.

And that's not to mention the theater-lounge shows—continuous entertainment with a "no cover, no minimum" policy, featuring the likes of Sarah Vaughan, Della Reese, Louis Prima, the Kim Sisters, Jerry Colona, Don Rickles or Harry James and Orchestra performing until the wee hours of every morning.

Fremont Street, the Strip's downtown counterpart known as Casino Center, is much of the same—with two exceptions. It is concentrated into just a few short blocks, and strikes visitors with blockbuster suddenness as the most dazzling, brilliantly lighted area in the world. Some have referred to the miles of colored neon and millions of multihued bulbs flashing, blinking and blazing from casino signs as the "Times Square of the West."

In fact, it takes a lot of daytime sun to compete with all this brilliance. But sunshine is one thing Las Vegas has in abundance, 99 out of every 100 days. It keeps a constant glisten on hundreds of king-sized resort hotel pools, making Las Vegas something of a sunworshiper's paradise.

And today, many a Las Vegas vacationer would no more leave his golf clubs home than his rabbit's foot. A peek down from the window of an airliner reveals why experts proclaim this area, for its size, to be the greatest concentration of championship golf courses in the world—seven to be exact. Plus a driving range and two 9-holers.

Truth is, it surprises many to find out what an outdoor-type town Las Vegas really is. Like center target, the city sits in the heart of a circle of outdoor wonders that includes Grand Canyon, Hoover Dam, Death Valley, Lake Mead, Bryce Canyon, Zion National Park, Valley of Fire and a multitude of lesser known sightseers' delights.



SKYLINE IN THE DESERT—The Las Vegas downtown area, which only a few years ago bordered on open spaces of cactus and sagebrush, is rapidly assuming a typical metropolitan skyline. With high rise hotels, office buildings and banking institutions leading the way, the district personifies the mushrooming growth of this famous resort city, site of the 1968 NAD convention.



Renamed in 1965 . . .

# Marie H. Katzenbach School For The Deaf: State Of New Jersey

By HOLLIS W. WYKS

So reads the neatly lettered white enameled sign that stands at the main entrance to this beautiful campus school. Located a short automobile ride from downtown Trenton, the capital of New Jersey, the school occupies 116 acres of rolling wooded land which slopes from all directions toward the center, providing a proper setting for the school's two spring-fed lakes.

Such an ideal setting was not always the lot of the New Jersey School as it formally began to serve the deaf youth of the state located within the Trenton city limits in 1883. It stood in an area of the city which also housed other state buildings, such as the State Normal School, which would later become Trenton State College and retains its close relationship both professionally and in the neighboring community. The School for the Deaf has been known throughout its history as the New Jersey School for the Deaf, that is, until the spring of 1965 when an act of the state legislature changed it to its present title.

Mrs. Katzenbach, for whom the school is now named, served for 43 years on the New Jersey State Board of Education, 18 of which were as president. Because of her long and continuing interest in the school and the students there, no more fitting gesture could have been made than to honor her thusly upon her retirement.

The New Jersey School remained at its city location for 39 years before it began its exodus to the present suburban setting. During 1922 the Lower School buildings and its complex of living cottages were opened for the first time. Four short years later, in 1926, the Middle, Upper, and Vocational School moved into their quarters on the new campus. All three schools occupied one building of classrooms and shops while across the campus road, two-story dormitories, one each for the boys and girls, were constructed.

These buildings remained the entirety of the school until late in the 1940's when because of increasing enrollments the vocational shops were removed from the main building to make room for



Aerial view of the Marie H. Katzenbach School for the Deaf campus, West Trenton, New Jersey. Showing in the picture are the school's total of 116 acres and the new complex of buildings for the older students on the near side of the lake.

regular classrooms. The shops were in turn added to the rear of the building until eventually the original building now contains nothing but classrooms and offices while the vocational addition now totals 21 different shops.

During this transition period, Dr. Charles M. Jochem, who became the school's fifth superintendent in 1939, began to formulate long range plans for the orderly growth of the school. The school now counts 28 buildings among its accomplishments with a new unit for 72 five, six, and seven-year-olds in the hands of

the architect and an all faiths chapel recently placed out on bid for construction. Dr. Jochem's plans do not stop here, however, as planning money is being sought to establish a new Vocational-Technical School that will complete the Upper School complex for the older students.

The first of the newer buildings to appear on campus was the self-contained Nursery School for four-year-olds built in 1957. The nursery accommodates 24 students with all of the equipment and furnishings scaled to their size. Staffed by five instructors and four houseparents, the emphasis here is on beginning language and adjustment to school life with others.

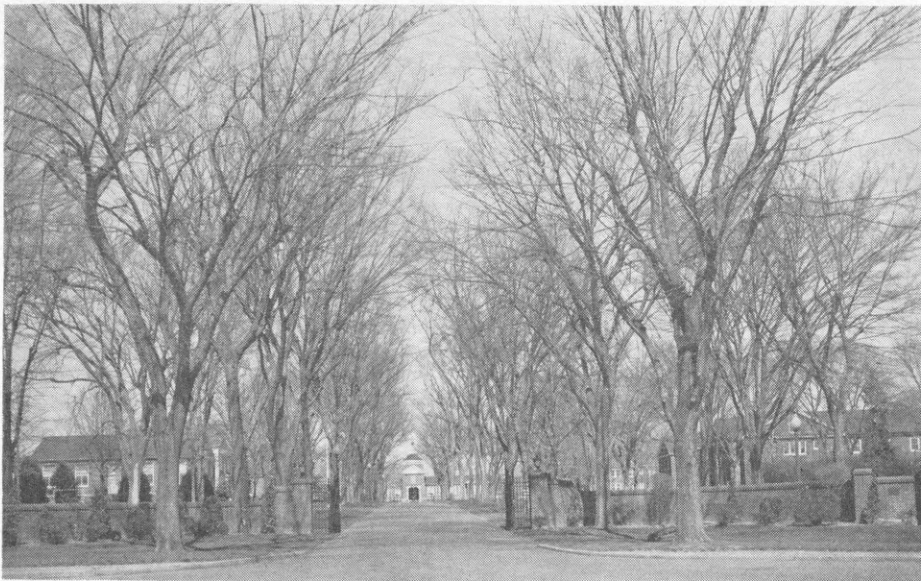
Early in 1960, two residences for older students were completed across the lake from the original campus. Not only did they relieve the overcrowded dormitories, but they provided semiprivate living quarters for these students. Here the student and a roommate share an adjoining bath with two other students in the next room. Other plusses are found here too, as a large "Teen Bar" occupies the ground floor of Residence I and both Residences I and II contain lounges, TV rooms, kitchenettes and working fireplaces. Both of these now are reserved for girls as a new building as large as both of the original residences was built for the boys. The completion of this building was timed to coincide with that of the new Upper School.

Presently the pride of the campus, the

**SUPERINTENDENT**—Charles M. Jochem, head of the Katzenbach School is a graduate of Trenton State College with B.S. degree in education. He received his master's degree in special education at Columbia University, New York City, and received special training for the deaf at Lexington School for the Deaf, New York City, and Columbia University. He has an honorary doctor's degree from Jersey City State College. Before coming to Trenton, Dr. Jochem was supervisor of industrial arts in Pompton Lakes High School, Pompton Lakes, New Jersey. He was appointed superintendent of the New Jersey School for the Deaf in September 1939. Active in community projects, he is past president of Trenton Kiwanis Club and Trenton Torch Club, a member of the board of directors of Salvation Army, an active member of West Trenton Presbyterian Church, being an elder and clerk of the session. He conducted a statewide survey of the Educational Needs of Handicapped Children resulting in legislation being passed for the education and care of this group.







The main entrance for the Katzenbach School provides a broad vista of the Lower School building and Clock Tower.

Upper School is built on three levels. The entrance is on the middle level, through a most attractive lobby. To the left and lower level are the dining room and also the gymnasium. Upwards and to the right of the lobby are located the classrooms, a library, visual aids room and a science laboratory for experimentation. Thus this building serves the needs of all of the older students with the exception of the vocational shops.

Although the campus is spacious and the buildings numerous, the Katzenbach school is rightly proud of its program which turns these assets into a meaningful life for the students. Ranging in age from four to twenty-one, the school possesses a student population of 504. Although this is a considerable number, by maintaining each department of the school in its own little campus within the larger campus, a feeling of smallness is obtained.

The formal beginning age of four is

not the first contact between the parents and the school as a period of interviews, conferences and guidance is offered upon knowledge of the existence of the young child. Through the efforts of the child study department, a continuous record is kept on all children from initial contact until graduation from school and periodically after that. Perhaps one of the finest attributes of the school is this continuous communication between parent, child, and school. Located centrally within a small state, no student is more than a two-hour ride from his home and therefore visitation by parents is encouraged. Because of this geographical fact, the school this year has gone on a limited residential basis with all students leaving the campus on Friday afternoon and returning Sunday evening.

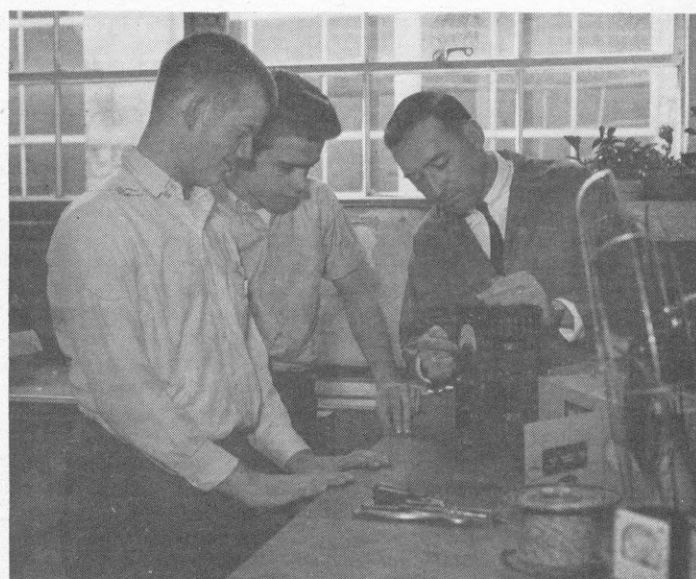
After the initial year in the Nursery Unit, the child advances into the "prep" program of the Lower School. Continuing on through the sequential order of learn-

ing in the Lower School the child will "graduate" to the Middle School at about ten and one-half years of age.

In the Middle School the student continues his speech program including rhythm that began in the Lower School. Continuing on also are art, physical education and language. Now new approaches are added, including departmentalizing of science, arithmetic, social studies and prevocational shop for the boys and home economics for the girls. Some classes are maintained as self-contained if the child has trouble adjusting to the Middle School program. Changed also are the living arrangements from cottage life to one of dormitory living that involves about two or three roommates and added responsibility for one's belongings and those of others.

As the student approaches his final year in Middle School his record of achievement is reviewed by the superintendent, assistant superintendent, the Middle and Upper School principal, girls vocational principal and the boys vocational principal. At this time it is determined for the very first if some students will receive more vocational time in their Upper School schedule for the next year. Each student from his entry into Upper School receives one and a half hours of vocational training a day regardless of his future potential. By the same token, those who lean toward the vocational training continue their academic work in Upper School until they cease to show improvement in the various areas. If a student elects a full-time vocational schedule, he or she receives her academic classwork from four instructors within that department. These studies are world of work oriented and include the study of income taxes, unions, banking, insurance and other items of knowledge with which a worker in today's society is expected to be familiar.

The student who maintains a good academic record continues his studies in



Left: Driver Education is one of the high points at the Katzenbach School for the Deaf. Right: A class in residential electrical service, part of the technical program in the school's heating and ventilation department.





Lower School court showing the cottages which provide living accommodations for the Lower School children.



New academic Upper School which opened in 1964 and provides dining, recreation and classrooms for the older students.



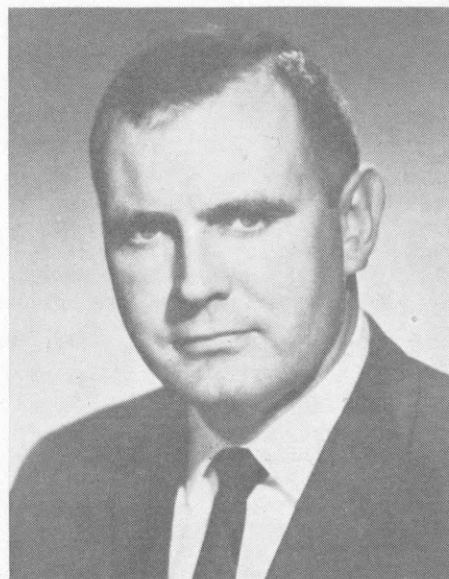
A favorite campus spot of older students at the Katzenbach School is the Teen Bar which is staffed and operated by them. It is open nightly.

the Upper School. Here the program is entirely departmentalized. The strength of this program has been the selection of staff based upon that person's major area of training and interest. The training necessary to meet the requirements for instructing the deaf has been earned through in-service courses conducted in conjunction with Trenton State College. This "sister" institution of learning also incorporates an undergraduate as well as a graduate level program of studies leading to the bachelor's and master's degrees in the field of the deaf and hard of hearing. The school shares its campus with the college for use as a laboratory including a 300-hour stint of student teaching.

The vocational instructor is likewise chosen for his experience and training. No one is even considered unless he or she has had eight to ten years of trade experience. Before an instructor can become permanent in the vocational department, he must complete the certification requirements as set forth by the state department of education.

Of immense pride to the school is the knowledge that both the upper academic and the vocational departments are state certified, the latest evaluation having been held in 1964-65 school year. In addition, the vocational program is Federally approved as well.

The Katzenbach School has been very aware of Federal aid to education, having inaugurated programs under Titles I, II, NDEA, Title III, and the Vocational Act



**AUTHOR**—Hollis W. Wyks, who prepared this article, joined the staff of the Marie H. Katzenbach School for the Deaf in January 1960 after two tours of duty with the Corps of Engineers and five years of teaching in the public schools of Flemington, New Jersey. In the summer of 1965, he was appointed principal of the boys vocational department. Mr. Wyks obtained his B.S. degree in industrial education and his master's in the field of the deaf and hard of hearing from Trenton State College. In addition to advanced degree work at Rutgers University, Mr. Wyks also has written four text-workbooks for use by students in the vocational academic classroom of the Katzenbach School. Mr. Wyks, his wife and two children live in a rural community north of the Katzenbach campus where he serves as an elder in the Presbyterian Church and a director of the Kiwanis Club. He has just completed his third term as president of the local school board.





A program for library aides is one of the four technical offerings available to the students of the Katzenbach School.



Typical of the lounges found in the Upper School residences of the Katzenbach School is this interior shot of the boys living area. The fireplace really works.

of 1963, this being in addition to the reimbursement of funds through Smith-Hughes, George-Barden Acts for vocational education. The sum total of this participation amounts to over \$200,000 this year. This is not to mention the attention drawn to the school and the education of the deaf, both state and nationwide, as a result of new and exciting programs instituted under these funds.

To round out the child a full measure of extracurricular activities are available to him. An interscholastic athletic program is carried on with other high schools in the state and an occasional visit to another school for the deaf is programmed as well. Club activities are carried on both during the day and evening hours. Snack bars are open for student use with a "Circus Bar" for the young ones, "Snack Bar" for the Middle School and the nightly "Teen Bar" for the older students. Movies on Thursday nights are liberally mixed with parties and dances. The two social highlights of the year are the Christmas dinner and the junior-senior prom. The dinner is candlelight and by invitation only with honored guests including the governor

in attendance. The prom is a farewell party for the seniors presented to them by the Junior Class. Formal is the word when it comes to dress at this affair which ends long after midnight with a huge buffet supper.

When the last of the seniors receives his diploma on that Sunday afternoon in June, he has learned to respect all of the effort, talent and individual attention that has brought him to this moment. With that diploma goes a responsibility to bring respect to himself, his school, his state and particularly to that segment of social to which he belongs—those who cannot hear.

## NAD CONVENTION

Las Vegas, Nevada

JUNE 17-22, 1968

## Letter to the Editor

Dear Editor:

This letter is prompted by President Sanderson's invitation in the April 1967 DEAF AMERICAN for deaf persons to submit their views regarding the integrating of deaf students and hearing students in a vocational setting or that of the National Technical Institute for the Deaf.

I have some ideas on this derived from my own experience and from that of several deaf acquaintances who attended schools for the normally hearing; these included a woman who graduated from a public high school; a man and a woman who graduated from a four-year college; several women and two men who attended business school to learn keypunching, office machine operation and bookkeeping; and several men who attended public vocational school (for offset printing).

In brief, I feel that the advantages of having deaf students attend colleges and business and vocational schools for the normally hearing, instead of special colleges and schools for the deaf, tend to outweigh the disadvantages, mainly because (1) there is a wider choice of schools and courses available among schools for the normally hearing than could practically be set up exclusively for the deaf; and (2) adult deaf students in schools for the normally hearing have a chance to learn to live and compete in a hearing world. Since they must eventually live and work in a hearing world, this school experience should be more valuable than the experience of learning in a college, business, or vocational school exclusively for the deaf.

I think it is a very good idea for a regular school (such as the Rochester Institute of Technology under the NTID program) which happens to have a number of deaf students, to provide special services for the deaf students apart from the regular classroom instruction, such as (1) remedial courses, especially in English and mathematics; (2) speech practice or "therapy" sessions for those who wish to improve their speech; (3) interpreter or special text services, especially during assemblies or special lectures, covering material not in textbooks; (4) special counseling on study problems, course selections and careers; (5) special opportunities for deaf persons to socialize and work together and with others who are interested in them, for mutual enrichment.

Probably no single thing influences the chances of a deaf student's success in a school for the normally hearing—or in his work or life in general—as his ability to read and write in the English language. From my own experience and observation, I have come to feel that (1) a practical knowledge of the English language in its printed and written form is essential toward success of the deaf student in a school for the normally hearing; the more thorough the knowledge, or firmer the basic foundation, of lan-



guage, the better; (2) it should be the primary task of special schools and classes for the deaf to develop their pupils' **language ability**, i.e., ability to read and write in the English language; development of speech and lipreading skills, while desirable, are far less important than development of ability to read and write; (3) generally, the special schools and classes for the deaf (below the college level) are **not** adequately meeting this basic educational need of the deaf, language ability; graduates and former students with good language ability seem to be the exception rather than the rule; (4) this failure of the special schools and classes for the deaf to develop language ability seems to be due to too much emphasis on teaching and using speech and lipreading; more attention should be given to the primary goal of development of language ability and more effective methods of instruction, including various effective means of communication, should be employed to assure development of language ability; (5) unhappily, those hearing persons who control and administer the various schools and classes for the deaf (below the college level) generally do not seek out or heed the opinions or advice of deaf adults on ways to improve the education of the deaf.

Other deaf students who attended schools for the normally hearing will probably find at least a few parallels between their own experience and my own experience as given below.

I was born in 1933 with normal hearing. I suddenly and permanently lost all hearing through spinal meningitis at the age of eight years. I continued successfully in public school despite total deafness, but my speech so greatly deteriorated that my parents decided to send me to the Pennsylvania School for the Deaf when I was 10 years old. With considerable difficulty, I gradually relearned how to speak but never did very well with lipreading. Four years later, at the age of 14, I returned to public school; I graduated from public high school at 17, ranking highest in the class of 69 graduates. I then enrolled at and commuted daily from my home to a local college for men (King's College, Wilkes-Barre, Pa.); I completed a semester of the regular chemistry course with all A's, before becoming ill for about a year. Finally I graduated cum laude from this college in 1956 with a B.A. degree in economics, ranking among the top 10 percent of the graduating class.

I attribute my success in high school and college mainly to my ability to read and understand textbooks and partly to the cooperation of my classmates (in letting me copy their lecture notes) and of instructors (in presenting to me all test questions in writing and excusing me from participating in oral discussions or recitations). I attended all classes and had the same assignments and tests as my classmates. I never read the teachers' lips during class, but, instead,

copied lecture notes from my classmates and carefully studied textbooks according to the pages or chapters being discussed.

Although I naturally developed some friendships and close acquaintances among my college classmates and professors, I found it practically impossible to participate in the social life of the college to any satisfying degree. (I was the only deaf student the college ever had.) Fortunately, ever since my sophomore year, I have been an active member and officer of various social clubs and organizations of the deaf; these have been an excellent substitute for the social life I missed at college.

I had an opportunity to observe some actual classes at Gallaudet College and nearly transferred there for my senior year; I decided not to go there because I gave up my plan to major in education of the deaf, since I felt that deaf persons were generally not welcome as teachers of the deaf in Pennsylvania or most other states. Since 1956, I have been having an interesting and satisfying career as a research statistician in the Pennsylvania Bureau of Employment Security, for which my degree in economics and civil service exams qualified me.

Probably most deaf students today who wish to continue their education or training beyond the levels of their special secondary schools or classes for the deaf are not adequately prepared to study in classes for the normally hearing. The best long-range remedy, however, does not seem to be to establish special colleges and vocational schools for the deaf; rather, the aim should be for the special elementary and secondary schools to better equip their deaf pupils with a good basic education and language ability



**MINNESOTA SUPERINTENDENT**—Melvin H. Brasel, more recently director of education at the Nebraska School for the Deaf, has been named superintendent of the Minnesota School for the Deaf at Faribault. The position had been vacant for a year following the resignation of Dr. Howard M. Quigley, who assumed direction of the office of the Conference of American Schools for the Deaf in Washington, D. C. A native of Jacksonville, Illinois, Mr. Brasel, before going to Nebraska in 1960, was on the staffs of the Illinois and Arkansas Schools for the Deaf, being principal of the latter for five years.

which will serve them no matter where they go—to other schools or to work. Indeed, unless current long-standing deficiencies of most elementary and secondary schools for the deaf are corrected, the deaf will continue to suffer educationally, economically, and socially, no matter what special schools or programs are set up beyond the secondary level.

Frank J. Nemshick  
Harrisburg, Pa.

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Editor's note: The following material appeared in **THE CENTER FORUM**, Vol. 1, April 15, 1967, and is reprinted by permission. **THE CENTER FORUM** is the Center for Urban Education's "house organ" or newsletter, and this narrative commentary followed

Herbert R. Kohl's address at Gallaudet College on March 1, 1967, the text of which appeared in the April 1967 issue of **THE DEAF AMERICAN** under the title of "The Education of the Deaf Child as a Culturally Deprived Individual."

## Educational Innovation: A Long Row To Hoe

### I Warn You My Friend, I Have Been Trained in the Scientific Method

The series of **Policy Studies** is designed to focus attention on whole areas of contemporary education to clarify their basic strengths and weaknesses. The aim of the series is to stimulate a reconsideration of important educational practices.

Winter in Washington is a sad season. Despite the proximity to power. Embassy cotillions, the imported couture of Georgetown boutiques, the New Architecture and the old night-life challenge the icy flurries. But the sludge is over everything, over the route of the yet-to-be-built underground, over the site of the Federal Arts Center along the Potomac, over the buses and the monuments. Washington in winter is a gloomy city, a proper setting for fighting the fight for educational innovation. It is a particularly apt setting for a confrontation between two groups of educators charged with training the deaf school children of the country. "Gallaudet?" the friendly cabbie at the airport asks rhetorically. "The deaf school? That's t'other end of the city, the wrong end." The wrong end you find after a half-hour ride first through official Washington, and then the unofficial and larger part of the city—the Negro slums northeast of the Capitol building behind Union Station, weaving past rows of nondescript low-lying buildings, drained of color, drooping, unending. In the middle of it is the school, banked on a rise, fronted by two 100-year-old mansions, made separate by an expanse of lawn that rings the campus. A small sign on a bulletin board near the entrance announces that Herbert Kohl will speak in the evening on the language and education of the deaf. The cab moves down the driveway. The silence is enveloping. The sense of isolation—a school for the deaf, in the midst of a Negro ghetto, a mile from the Capitol—couldn't be more complete or more suggestive.

The Center had published as the first of its policy studies last November Kohl's "Language and Education of the Deaf." Essentially a review of the literature in the field, it imaginatively threaded together questions that had been raised and answers that had been provided about the education of deaf youth in the United States. It held that schools for deaf children were serving to further isolate from society those they attempted to teach and accommodate to society. The schools were doing this, the study asserted, in part by failing to investigate

and develop one of the most central skills of deaf students, namely their use of sign language. They had failed as well to examine the possible relationship between sign language and the social development of the deaf.

By avoiding the implications of the deaf child's dependence on sign language, the schools, it was reasoned, helped frustrate the deaf child, added to his emotional difficulties and put a barrier in the way of learning oral language. Kohl called upon teachers of the deaf to master sign language and seek to further its development. "Let sign language be used in the school and taught in the school and taught in the schools with oral language to show the deaf child **why** oral language has advantages."

The study went out to some 10,000 persons working in the field—primary and secondary school teachers, college and universitymen, psychologists, clinicians, researchers. It also went out to the national media—the networks, the major newspapers. CBS assigned a camera crew, shot some footage at Junior High School 47, the school for the deaf in Manhattan, and around the city, and included a six-minute sequence on its evening local news program. Otherwise there was almost total silence. The lack of response from the media was almost intimidating. One city editor said with a sense of mindless honesty that was disarming: "We're not interested in the handicapped." But from the deaf world came an explosion: Several hundred letters, expressing either enthusiasm or contempt. And very quickly, a controversy, that the participants had long been acting out in the isolation of the deaf world came spilling over "outside," polarized between the experiences of the deaf and the nondeaf, between Gallaudet College, the bastion for a multilingual (signing, fingerspelling, oralism) approach to teaching deaf children, and the Alexander Graham Bell Association, bastion for oralism as the only approach, conduit for Bell Telephone philanthropies.

Gallaudet welcomed the Kohl paper. It represented to the institution the first "outside" support for its contention that oralism alone was ineffective, that the methods of teaching deaf children were in need of overhaul. The **Volta Review**, the Bell Association's journal, and a crusader for many years against signing, met the paper with a solid wall of condemnation. It declined to provide the Center with its mailing list. When the National Association for the Deaf tried to

#### Center for Urban Education

The Center for Urban Education, 33 West 42nd Street, New York, N. Y. 10036, is a regional educational laboratory principally funded under contract with the United States Office of Education. Its goal is the development of an applied science of urban education through unified programmatic research and development. Currently, it is engaged in planning research to further integration in school systems of the diverse social, ethnic and cultural groups that exist in urban areas. Interwoven with this work are a number of activities which attempt to find and remove the basic inadequacies of curriculum, and staff development that serve as blocks both to the achievement of integration and effective learning in the schools. In its program the Center examines not only the workings of the formal educational system, but also how it relates to, and is influenced by, other social and political institutions and the informal system of education known as the mass media.

buy space in the review to advertise the study, its business was turned away.

But the attempt at suppression only fed fuel to the fire. The study gained readership among members of the AGB—primarily the parents of deaf children. Throughout the winter the AGB's leadership became the receptacle for mounting pressure from members wanting to know how seriously Kohl's premises were to be taken. How objective, they wanted to know, was his scholarship. What was the Center's purpose. And throughout the winter the leadership shunted aside the real issue—Whether there was need for change—and contented itself with emotional judgments, arguing the study passed over old turf without even the benefit of scientific inquiry.

As this was occurring, an event of singular importance took place in the deaf education world. Control of the National Association of the Deaf passed to an educator who himself had been the product of the oral school and who was a passionate advocate of signing, passionately opposed to oralism as the sole method of instruction. The change, in addition, brought the NAD's executive office to Washington, and made clear it would no longer assume a passive stance in defending its experience, that is, the experience of deaf persons who have come through the deaf schools. On March 1, Gallaudet brought Kohl to Washington to address an informal gathering of the school's unit of the Association of American University Professors and a more



formal gathering of 800 in the school auditorium.

The AAUP Luncheon meeting, informal and easy, has left the participants—half of whom are profoundly deaf faculty members—full of humor. They file out of the meeting room in a corner of the student lounge in a state of almost manic excitement, unnoticed by the students preoccupied with their own work and conversations around a room almost the size of an armory shell. The press conference that follows is something else again. Half a dozen writers from publications for the deaf, including the **Volta Review**, group themselves around a small space at one end of the room. Kohl sits opposite a faculty member who translates the questions and answers into signs. The questions are tentative at first, concerned with the study. Then the two **Volta Review** representatives, one of them a clinical therapist, begin questioning Kohl's personal credentials.

Why study the deaf? Do you see the deaf as deprived, disadvantaged? How many years have you taught the deaf? How many hours have you spent in classrooms in schools for the deaf? How many years have you been a teacher? Where did you teach? What is your field, doctor? What degree do you have? I warn you my friend, I have a Ph.D. from Columbia University, and I have been trained in the scientific method, and what you're doing is not scientific, it is dangerous, and it will cause great harm. What you say needs further study. A great deal of study. Study I myself would not undertake, but which should be undertaken before I would publish what you have published.

The students begin to drift over, drawn by the translator's signing. The press conference has become a personal harangue. The questions have stopped. "You have been very irresponsible. You have caused great anxiety," the **Volta** editor persists. Kohl asks that his paper be answered in print, that all concerned be joined in scientific inquiry. "We don't have the money for that." The man has lost control of the expression on his face. "Perhaps it should be done. But you're wrong." The students, gathered all around now, signal to a faculty member to end the exchange. They feel good taste has been breached. The meeting disbands. One of the **Volta** people questions returning in the evening to hear Kohl speak: The neighborhood doesn't look safe.

In the evening, the audience fills the auditorium. A group of 14 from West Virginia has driven 14 hours to attend. A translator stands to the side and a little forward of Kohl. He talks for an hour, his speech punctuated by solitary bursts of applause that are never picked up by the deaf audience.

"We must look at ourselves and our work," he says, "and be open to pain-

ful and uncomfortable conclusions. We must learn to see things as they are, to perceive our own failures, as teachers or more generally as adults, for what they are and not put them off on the supposed disadvantages of children. To be a child is in general to be disadvantaged, it is to be faced with the adult world that holds power and makes decisions.

"To be a child who is deaf means in particular to be deprived of the natural means of developing language. That spoken language is desirable is to me undeniable. But the adult faced with a deaf child has impossibly difficult choices confronting him, choices to make for the child and not with him. To impose oral language, deny language of signs "for the child's own good"—even realizing the possibility of acquisition of neither—to ignore oral language in favor of the language of signs, to deny the child the access to the world of the hearing, to try both hoping for some delicate balance. All this imposes a great responsibility upon the adult. One wants success so much it is too often possible to turn away from failure, to overlook it in the hope that things will change for the better.

"I taught in New York City, in Harlem, in a chaotic and demoralized school. I did not start out as a good teacher. My room was as disorderly as anyone's, my pupils learned little. But for some reason, maybe because when I spoke to my pupils privately I could perceive their intelligence and their fear and rejection of school, I assumed responsibility for any failures in my classroom and didn't blame it on some disadvantage of the children. I taught myself how to teach and over a few years began to have an idea of what can be done in a classroom. I learned how deeply one's expectations, high or low, affect what actually happens in a classroom and became intensely aware of contradictions that occur in the school setting—of children who are "emotionally" disturbed with one teacher yet perfectly well-behaved with another, of others who are clever and active with their friends yet turn a dull face in the classroom and deliberately answer stupidly.

"There are many teachers in ghetto schools who expect nothing of their pupils and have complete social misconceptions of the nature of their students. These teachers expect their pupils to be ill-mannered, wild and violent—"animals" is the word most frequently used to describe the children. They talk about language and intellectual limitations of their pupils and excuse their own often unexpressed prejudices through intellectual rationalizations of their own failures.

"People tend to look at worlds that are different from their own in the same terms that they have come to comprehend their own world. They look at foreign languages and distant cultures as strange, yet the very notion of strangeness is only comprehensible in terms of what is familiar. A language is called strange because its sounds aren't what

we are accustomed to hear, or a culture is strange (we usually use much less neutral terms such as "primitive" or "savage") if its customs or institutions aren't like ours. These facts are easy to observe, yet it is probably a little more difficult to see that we make the same attempt to assimilate into our own experience the world of our children when such assimilation may be as inappropriate as in the case of a foreign language or culture.

"When observing the world of a child it is easiest to interpret it in terms of the adult world and to attribute to it the coherence that we feel we have when we look at the world. We tend to forget that the child's view of the world may not be as fully formulated as ours and that his experience may as yet be fragmentary. We attribute to the child a view of the world which, though differing from ours, will ultimately evolve into our way of looking at things. It never occurs to us that there is perhaps no place for the child's conception of the world since he may not in fact have come any closer through his limited experience than an approximate and fragmentary view of the way things are. We tend to fill in the gaps for children and therefore, finding discrepancies between our idea of what the world is like and the world of the child, we attribute to the child other concepts drawn from the adult world which may be appropriate to the gaps we find in our own explanation of things rather than anything relevant to the child's view of the world. "Several years ago I taught in a school with many Spanish-speaking children. The school policy was that Spanish was not to be allowed in the classroom. At the same time the teacher was obliged to evaluate the linguistic and intellectual skills of the children, and to determine their ability to read and do arithmetic. Often it was discovered that the children's arithmetic achievement was higher than the reading achievement—a reversal of the usual situation in slum schools. Think of the conclusions that one could draw from this circumstance: Spanish-speaking children have better abstract abilities than linguistic ones; children learn arithmetic independently of their language skills, etc., etc. Only there was one thing that the social definition of the situation avoided—the fact that almost all of the children who did well in arithmetic could read equally well in Spanish. Only no one in the school ever asked the children to read Spanish."

In the cities, Kohl begins to sum up, the public schools have become increasingly irrelevant to the culturally different child. And increasingly what that child learns he learns in the street. Schools for the deaf, the evidence indicates, are going the same route. Let us recognize this, he says, and as teachers be humble enough to ask the children what they are learning and what they want to learn.

The audience rises in a body and fills the auditorium with applause. It is a

moment of some weight. When the response subsides, there are questions, all in support of Kohl's presentation. The spokesmen for the **Volta Review** are half-way out into the night. Yes, I take no issue with Mr. Kohl's call for further research. Oralism had had failures, but for reasons other than method. No, you cannot distribute his study to our members now. Yes, we feel it is necessary to protect them against this sort of research. Kohl has said nothing new. You ask why so many people are there? Numbers don't prove anything. Why did they offer such a strong ovation? These people are deaf adults, that's why they applauded. We have been served up an old bag of tricks.

For a minute, it is a member of PAT explaining the absurdity of gauging the need for change by the temper of the Central Brooklyn Coordinating Council.

And the audience fills the aisles, some of them moving forward to express themselves to Kohl in whatever way they are able, others pleased to stand there, to prolong the sense that perhaps—because the elements have changed, because an outside agent has entered the scene—perhaps things will change.

It isn't clear what a night changes. But a night can be a moment of weight, a charged moment for those who have had to hope a long time.

Postscript: The following day, March 2, the **New York Times** ran a story about the celebration marking the 100th anniversary of the Lexington School for the Deaf. The lead remarked how 20 deaf high school students sang "Happy Birthday" in "nearly perfect clarity." The rest of the story described the event and some comments offered by old graduates of the school. But in the final paragraphs, strangely enough, it seemed to be addressing itself to the events of the evening before. "There is a rule against sign language or fingerspelling in the school. Speech is the goal because a deaf person who is oral functions in both societies—that of the deaf and of the hearing," a teacher said. "I don't say they never do it. I just say we don't allow it. It's quite a strain to sit through a whole school day lipreading."

McCandlish Philips, the **Times** reporter who wrote the story, is highly completely serious, unimpeachably honest. I called him and asked if the students really did speak clearly. "They sang 'Happy Birthday' clearly," he said. "But they must have rehearsed a great deal. Quite truthfully, I couldn't understand anything else they said."

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## From A Parent's Point Of View

**Mary Jane Rhodes, Conductor**

Past President of the Parent-Teacher-Counselor Organization  
 Indiana School for the Deaf

In my association with deaf citizens over the past few years, it has become more and more apparent that there is a great need for leadership in the world of the deaf. I have tried to understand how and why the leadership role was taken away from the deaf themselves. When we learned of our son's handicap, it was a hearing audiologist who counseled us on the role that we were to play as parents. It was hearing educators that advised us on methods of communication that we were to use with our boy. We turned to other hearing parents for help in solving the problems that arise in rearing a deaf child. Only recently have I realized how desperately we needed the help and counseling of adults who shared our son's handicap.

We never really began to understand deafness until we started to associate with deaf adults. Repeatedly, over the past few years, I have advised parents to make friends among the adult deaf. If we are to help our children, we must be aware of their capabilities and limitations. There is truly no one but the deaf themselves that can give us insight into the world of silence. No matter how hard I try, I can never really understand the problems that my son faces because of his deafness. My life has been lived in a hearing world and it is virtually impossible for me to comprehend fully what life is like for a deaf person.

What then is the answer for hearing parents, who want the best possible education and the happiest and most productive life for their hearing handicapped child? Whom can they call upon to give their son or daughter the understanding and counseling that they will need to accept and adjust to their handicap of deafness? I am ready to admit, and indeed do admit, that there is a void in my deaf child's life because he was born to hearing parents. Where will I find someone who can give my son the guidance and encouragement that he needs in order to learn to live in his silent world?

Why are there so few deaf people in positions of leadership in the field of education? Has God not sent a call to the heart of deaf men to preach his word so that our deaf children can know and understand about Christ's love for them? (I can't help but feel that God loves the deaf a bit more than the rest of us because of the burden of silence He has given you. Yet how can He speak to the hearts of our children unless deaf men and women carry the message?) Where are the deaf social workers and counselors that our children will need when they face the same problems that we in the hearing world meet in our daily lives?

Did we take away your role of leadership when we forced oralism upon you? If this be the case, then prepare yourselves to assume roles of leadership, because fingerspelling and the language of signs is gaining recognition as the most important method of communication for the deaf. Have you been discouraged from applying for positions of leadership? If so then take heart and try again because we are beginning to realize how much we need your guidance and experience in leading our deaf children.

Having done all that I can to teach my son how to live with his handicap, I now ask for your help. After trying to be sun, moon and stars to him—I now realize that the shoes I have stepped into are too large for me. Would you help me finish the job that I have begun? Will you guide my son through the world of the deaf? Can you teach him how to live with his handicap, so that my work will not have been in vain?

I love my son and am proud of him. It is because of this love for him, and pride in him, that I can acknowledge that I now need your help. Surely there must be untapped reservoirs of talented and capable leaders among your ranks. Will you men and women who live in the world of the deaf, please find the courage to step forward and insist on filling positions of leadership that are now, and will become available? Would you take my son's hand and lead him into the world of the deaf? And—if God be willing—can you please show him how to use his leadership abilities, so that someday he can also guide other deaf children over the bumps and around the curves that they encounter in their silent world. I realize that I am asking a lot from the deaf citizens of the United States—but I am asking so much only because I feel confident that you have much to give.

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# Institute Of Deaf Professional Persons—A Pioneering Endeavor

By BARBARA BRAUER-SACHS and ALLEN E. SUSSMAN

## I. The Establishment of the Institute

### A. Preface:

The Institute of Deaf Professional Persons—the first of its kind to be held in this country and, as far as is known, elsewhere—sparked a great deal of excitement and enthusiasm in the deaf community. Sponsored by the new Center for Research and Advanced Training in Deafness Rehabilitation at New York University, the Institute had its genesis in the recent confrontation with the evidence of a rapidly growing number of deaf professional persons and in the increasing belief that this growing deaf professional population accounts for a tremendously important but still unexplored source of leadership potential.

Where the general betterment of the deaf is concerned, the field of deafness is now undergoing the beginnings of a transition from an era of traditional but largely unfruitful ideas and methods to a time of bold thinking, exciting innovations and great promise. Where education was once *de rigueur*, vocational rehabilitation and research are now the *dernier cri*. In other words, the field of deafness, traditionally the monopoly of education, has recently caught the attention and come under the influence of vocational rehabilitation and research. This, however, is not to say that we are to dismiss the importance of education. On the contrary, this is to point out that, mainly through the recent efforts of vocational rehabilitation, the deaf adult person—the net product of special education—has finally been accorded much deserved, long overdue, concerted professional attention. The significant difference is that, while the focus of attention was formerly centered on deaf **children**, the spotlight is finally including deaf **adults**.

The deaf adult has been a relative “unknown” in educational thinking. As the net product of special education, the deaf adult represents the ultimate testing ground for present educational, vocational, developmental, psychological and other theories. It should not come as any surprise that the deaf adult population may be the most fruitful source of possible answers and solutions to the many unsolved questions and problems in the education and rehabilitation of the deaf. Today's deaf adult can tell us much about yesterday's attempts to aid him. By exploring and serving the multifarious needs of this particular population and by tapping its vast reservoir of information and experience, we may ultimately come to a better and more realistic understanding of deafness and the deaf. Thus, the shifting of attention to the deaf adult person today is a very timely step.

While present information accruing from vocational rehabilitation counseling

and research is rendering the deaf adult person less of an unknown, another unknown within the deaf adult population is currently emerging: the **deaf professional person**. The deaf professional person accounts for an infinitesimal part of the total deaf population.

### B. Philosophy:

Although the recent past has seen the bulk of the deaf professional population as teachers of the deaf and, consequently, as less of an unknown to the world of the deaf, the contemporary scene is now witnessing the emergence of a new breed of deaf professional persons. Training programs under the auspices of the Vocational Rehabilitation Administration have been generating a small but expanding corps throughout the country of deaf vocational rehabilitation counselors and others in the mental health and guidance fields. Though commendably concerned with improving the lot of the deaf, these deaf professional persons, nevertheless, are to be found within the milieu of “deafness.” Such a circumstance should not be construed to mean that young deaf students aspiring to professions must confine themselves to those available within this milieu. Indeed, there is a growing prevalence of deaf individuals in professions outside the confines of the deafness field; however, they tend either to be congregated in certain major cities as Federal employees or to be thinly dispersed throughout the nation in other professions and, consequently, lost in the welter of our society. The

point here is that these professional persons are scarcely known to or recognized by the general public.

This consignment of deaf professional persons to relative obscurity may for the most part be society's own doing. The usual reluctance of the hearing community—including those who work in the field of deafness—to grant the deaf professional person the recognition due him may stem from its basic ignorance of what deafness essentially means and entails. The enduring prevalence of misconceptions is overwhelming. An instance is that hearing disability, as such, presupposes disability in other areas of endeavor; thus, the deaf person is incapable of attaining high achievement in any area, let alone attaining high professional status. Another is that his doing so well vocationally presupposes his doing equally well in other domains; thus, he is rendered “ineligible” for further attention or assistance.

It must be conceded that many deaf professional persons, despite their attainments and professional competence, evince some unprofessional characteristics in their behavior. This unprofessional behavior results largely from the mere fact that these persons **are deaf** and, therefore, do not have the auditory access whereby they may absorb, learn and develop certain professional proprieties. However, it is also largely due to their lack of intensive association with hearing colleagues and other hearing persons, associations that are learning experiences in themselves, and this lack of association mainly accrues from, among other reasons, the “keep-your-distance” attitude on the part of the hearing community.

While the deaf **adult** is currently receiving more professional attention, the deaf **professional** remains **comparatively** neglected. Whether or not the deaf professional person is vocationally, socially or psychologically adjusted is an important point for future conjecture and investigation. A more relevant point for the purposes of our present discussion is that the deaf professional person is very much an unknown entity. The members of this specific and unique subgroup in the deaf population are few and far between and exceedingly inaccessible for the tremendously important task of garnering helpful information and data.

Concurrent with the general population explosion there is a more or less corresponding explosion in the deaf population, perhaps attributable to, among other reasons, today's advances in medicine which saves many from death but also leaves many to a lifetime of disability. However, despite their considerable increase, there does not seem to be a corresponding growth in the population

## About the Authors

A member of the Institute's Planning Committee, Barbara Brauer-Sachs is a Ph.D. candidate in psychology at New York University and is presently writing her dissertation. After completing undergraduate studies at Oberlin College in Oberlin, Ohio, she attended Columbia University and received her M.A. in rehabilitation counseling. In the years 1960-1962 she was assistant research scientist with the Mental Health Project for the Deaf at the New York State Psychiatric Institute. Born of normally-hearing parents, she has been deaf since birth.

The Institute's special program assistant to Dr. Edna S. Levine, Allen E. Sussman is vocational rehabilitation counselor for the deaf and hard of hearing in New York City's Division of Vocational Rehabilitation. Born of deaf parents and deaf since birth, he completed his undergraduate studies at Gallaudet College and received his M.A. in vocational rehabilitation counseling at New York University. Mr. Sussman is presently also consultant to the New York University Center for Research and Advanced Training in Deafness Rehabilitation.

of deaf leaders, a population that is, in fact, becoming disproportionately smaller. Among the reasons explaining this phenomenon, there has been a steady gravitation of these leaders to positions in the few, more prestigious national organizations. Having leadership problems, these organizations deprive the smaller, local, grassroots organizations throughout the country of leader availability. Moreover, there have been losses by attrition, through death, through retirement and through relegation to "Grand Old Patriarch" pastures.

Also concurrent with the explosion in the deaf population there is a rapid increase in the number of organizations of and for the deaf, some of which—aside from the usual social, athletic and other purposes—are civic in nature. These organizations are presently contending for and making greater demands upon the services of today's leaders. As if the current paucity of leaders by attrition were not enough, the present apportionment of available leaders is exceedingly scant. A case in point is New York City, site of the largest population of American deaf persons, of the greatest number of schools for the deaf within and flanking the city, and of the greatest profusion of organizations of and for the deaf; although the present ratio of leaders to organizations is not yet known, recent tabulations indicate a total of 57 organizations in New York City alone.\* With this number of organizations, together with the failure of leader supply to meet leader demand, comes a corresponding—and consequent—increase in reported instances of organizational atrophy. This bleak picture of the leadership situation in the deaf community of this country today need not be unduly discouraging. This is now an era of transition—from the old to the new, from the outdated to the modern, from immaturity to maturity—and transitional terrains are almost always difficult to traverse.

In the past the deaf community has managed to produce its own leaders. Regardless of their educational or occupational attainments these leaders have remained at the helm, steering the course of the variety of programs of activities for the collective betterment of the deaf community. The previous concern of these leaders was mainly with the social and athletic functions of the deaf community on the local, "club" level. The present concern of available leaders today is—or should be—with bearing the burden of more serious responsibilities. For today's demands on available leaders mount with current population increases and social transitions. The present technological age with its attendant threats of automation and mass electronic media necessitates more concern in leaders of the deaf with such matters as general education, adult education, legislation, culture and other matters pertaining to the deaf individual. In short, the concern today must be with matters

\* Tabulations by the NYCCAD (New York City Civic Association of the Deaf).

and issues of greater magnitude than formerly, matters and issues that affect the vocational, social and psychological integrity of the deaf community. The present frenetic changes and transitions in our society, some of which are both boon and bane to the deaf, require more and better leaders for the deaf community, and the present role of today's leader must differ from the role yesterday's leader assumed.

The foregoing points to the increasing necessity that the deaf themselves today have a say in matters affecting them and to act on the behalf of their compatriots in the world of the deaf. Since the deaf of today are endowed with better education and more suffrage than formerly, it becomes incumbent that they join the vanguard as spokesmen, counsels, arbitrators, innovators, even lobbyists, for the deaf community. Not only is there the present deplorable paucity of leaders, but there is also the important problem of coming across and identifying those deaf persons who are well-educated, dynamic, sophisticated, who have the savvy and hep of the hearing community, and who can keep pace with the tempo of today's and tomorrow's requirements.

The most hopeful solution to this problem obviously lies with the deaf professional community. Just as there have been explosions in the deaf population and in the number of organizations of and for the deaf, so also there has been a steady increase in the number of deaf professional persons. At present, as in the past, this tiny segment of the deaf population is turning up some outstanding leaders. Former leaders of the deaf, while not always professional persons, were usually from the cream of the deaf population crop—the intelligentsia, the activists, the occupants of the upper occupational rungs. This "historical" implication seems to be that, compared to the past, educational and social advances have rendered more deaf persons as members of this particular crop and that, despite the still small numbers presently in it, deaf professional persons represent a veritable cornucopia of potential leaders. This cornucopia has today its men and women possessing most, if not all, the basic ingredients for leadership: college education, professional occupation and status, sophistication of the hearing world, if not always the charismatic qualities of a Kennedy or a Roosevelt. These men and women, moreover, are living profiles in courage, living examples of the worth—despite the frequently steep price—of overcoming a serious communicative disability. It remains a moot question whether the advantaged deaf professional person **must** be the keeper of his disadvantaged brothers, but the authors do most emphatically endorse its desirability, its potentiality, its promise, its very need, and leave the decision of becoming such a keeper to the conscience of the deaf community—to the deaf professional persons to meet the **challenge** and to this community to accept them in good faith.

### C. Genesis of the Institute:

A strong and vociferous advocate of the philosophy that the deaf should speak for themselves, be listened to as well as talked about, and enter into full and active participation in matters pertaining to them, Dr. Edna S. Levine merits many accolades for the resounding success of the Institute. Holder of a New York University Ph.D., a Phi Beta Kappa key and honorary membership in the National Association of the Deaf, Dr. Levine's list of attainments and accomplishments is formidable. Teacher of the deaf, psychologist, research scientist, author, professor of educational psychology at New York University and, presently, director of the Center for Research and Advanced Training in Deafness Rehabilitation, Dr. Levine has long realized the far-reaching importance and potential of the tiny professional segment of the deaf population.

Also a renowned speaker, Dr. Levine is in constant national and international demand for speaking engagements. Given to exciting innovations, she recently instituted a "mobile panel" of deaf speakers to accompany her, by train or plane, on her speaking tours to professional, parent and lay groups throughout New York State. Her mobile panel proved highly successful, for audience reactions strongly confirmed her staunch belief that interested parties, be they deaf or hearing, want to listen to and question those who bear the brunt of deafness. The authors were members of this mobile panel and have seen at first-hand how effectively Dr. Levine transmutes her ideas into reality.

Aware of the problems of the deaf community as a whole and especially of the persistent dearth of qualified and trained deaf leaders, Dr. Levine has always regarded the deaf professional group as a source of potential leaders. Unfortunately, the talents of these deaf professionals have assumed the heavy burden of leadership.

Traditionally, much professional attention has been centered on the "average" deaf individual and his problems of adjustment to society. Yet, such attention has not included the "above-average" deaf professional persons who generally have been dismissed as being mere exceptions to the rule. That the deaf professional person has achieved the upper rungs of a particular occupational ladder does not preclude his having problems of any sort. Indeed, there is much evidence to indicate that there are problems **unique** to the deaf professional group. Perceiving that these unique problems, among other reasons, may be preventing the deaf professional group from volunteering or devoting time and effort to leadership activities, Dr. Levine believed they could bring these problems to a head, transpose them into perspective, and suggest solutions. Thus, Dr. Levine—together with the cooperation of Allen E. Sussman, special program as-



sistant, and a small group of planning committee members—called for a free exchange of ideas. As many deaf professional individuals as could be located were invited to convene, and the Institute of Deaf Professional Persons took place on February 3-4, 1967, at the Loeb Student Center of New York University.

In rounding up a planning committee for the Institute, Dr. Levine requested the assistance of the following deaf professional persons and leaders of the deaf community: besides the authors, they are (1) Mrs. Edna Adler, assistant consultant to the deaf and hard of hearing, VRA; (2) Dr. Donald L. Ballantyne, associate professor, Department of Reconstructive Plastic Surgery, New York University Medical Center; (3) Mr. Edgar Bloom, research chemist, Bell Telephone Laboratories; (4) Mrs. Frances Celano, teacher, Lexington School for the Deaf; (5) Mr. Max Friedman, editor, the **Empire State News**; (6) Mr. Albert Hlibok, engineering estimator; and (7) Mrs. Naomi Leeds, executive secretary, Mental Health Association of the Deaf. One of the initial problems of this committee was to locate and assemble a sufficient number of deaf professional persons from New York City and environs (including Connecticut and New Jersey. Since most such deaf persons are unknown and unheard from, this task was not an easy one. Through organizations, leaders and members of the New York deaf community as well as through other professional persons, however, a surprising total of 46 deaf professional persons was realized. Of these, 35 accepted the invitations to the Institute, indicating their interest and need to participate.

#### **D. Purpose:**

The main concern of the Institute was, therefore, with the scarcely tapped potentials of the deaf professional community for the service of the deaf and of society. Its purposes were the deliberation on the role, problems and community responsibilities of such persons and the consideration of how best to strengthen their leadership influences. According to Dr. Levine, the Institute was designed "to enable such persons to acquire a deeper awareness and understanding of professional practices, conduct, and ethics, the better to carry out their leadership responsibilities in the deaf as well as hearing communities." The initial functions of this pioneering endeavor were to present speeches by several distinguished deaf and hearing professional persons and to encourage the Institute participants to discuss their problems and possible solutions to them in both the deaf and the hearing communities. Since the Institute was a first effort of its kind, it was conducted largely as a local pilot operation, with a view to laying the ground for future local, regional and national conferences.

#### **II. The Group Discussions: A Resume and Preferred Solutions**

The Institute proceedings were videotaped almost in its entirety. Attention

here will be focused on the problems brought up during the group discussions. Briefly, however, we introduce the following distinguished speakers; we are fortunate, indeed, that their outstanding speeches were "captured" on videotape for future repeat performances. Salvatore F. DiMichael gave the keynote address and brought up the concept of "Professionalism—Meaning, Ethics, Responsibilities." Dr. DiMichael is northeastern regional representative of the Vocational Rehabilitation Administration of the United States Department of Health, Education and Welfare. Patricia J. Livingston, director of New York University's program of vocational rehabilitation, presented her views, having had three deaf persons among her former students, on the "Professional Preparation of the Deaf College Student." Samuel A. Block, assistant director of research of the Railroad Retirement Board, discussed from his own experiences the "Problems of Deaf Professional Persons." Dr. Boyce R. Williams gave an elaboration of the "Role and Responsibilities of Deaf Professional Persons." Dr. Williams is our consultant to the deaf and hard of hearing at the Vocational Rehabilitation Administration, United States Department of Health, Education and Welfare. Finally, Robert G. Sanderson, president of our National Association of the Deaf, gave food for thought about "Carrying Out Leadership Influences and Responsibilities." To those who wish to see what the speakers had to say, a cordial welcome is extended to view the videotapes on a television set at the Center for Research and Advanced Training at New York University. Very much like the tape recorder, this videotaping technique is a wonderfully novel way to record the inaudible aspects of communication, namely, the language of signs, facial and other expressions, and offers another breakthrough for the study of problems in the field of deafness.

#### **A. Discussion Group I: Problems of Deaf Professional Persons with the Deaf Community**

(Leader of this group was Douglas J. N. Burke, supervisor of the Communications Impaired Unit, District of Columbia Department of Vocational Rehabilitation. Mr. Burke is also national chairman of the NAD Cultural Program.)

1. It is conceded that the deaf professional person does have the responsibility of leadership. How, then, might he penetrate the deaf community, and to what extent, in order that he might seek how and where to carry out this responsibility?

a. An important prerequisite is that the deaf professional person first mingle with the other members of the deaf community in order to learn of their characteristics and needs before he can be of any assistance to them.

b. The deaf professional person might attempt being "one of the group" when socializing with the rank and file community members.

c. The deaf professional person should refrain from any show of superiority, arrogance or aloofness if he wishes to be accepted by and into the deaf community.

d. The deaf professional person, in order to win acceptance by the deaf community, might share his professional knowledge with members of this community, that is, his particular professional "know-how," experiences and activities.

e. The deaf professional person might hold minor offices in the local organizations. Even mere active membership would indicate his willingness to be one of the group. Moreover, active membership or office holding might render him more accessible for consultation and leadership activities. If done through democratic channels, he could either work his way to the top offices or even start at the top, if this happens to be in line with current opportunities and with the needs and desires of the organization.

2. The attitude of antipathy or indifference has been observed on the part of the members of the deaf community toward deaf professional persons. What are the possible solutions whereby this negative attitude can be ameliorated?

a. Deaf professional persons should become aware of the existence of many erroneous preconceptions or generalizations about themselves in the minds of many rank and file deaf persons, probably wholly or partly due to the unacceptable behavior of one or two deaf professional persons. In order to best eradicate these misconceptions about themselves, the deaf professional person might expose himself more through social interaction and participation in activities within the deaf community.

b. Another solution might take the desirable form of an institution of a series of forums, discussion groups or training programs in human relations in all of which deaf professional persons may interact with deaf community members. Such group experiences may be one way to open the gate to wider psychological communication.

3. It is also conceded that not all deaf professional persons may wish to be leaders of organizations of the deaf. In what other ways may they assume a leadership role or activity?

a. To be a leader, the deaf professional person does not necessarily have to be an officer in an organization. He might serve as a committee member rather than as a committee head.

b. The deaf professional person may serve his leadership responsibility by accepting invitations to serve as moderator or participant in discussion groups.

c. The deaf professional person might also take part in the various "literary night" affairs.

d. In short, the deaf professional person can be a leader in the sense that his active participation in the various activities within the deaf community also en-

hances the image and the accessibility of deaf professional people.

4. How does one recognize leadership and know what it is?

a. It is not easy to see or recognize leadership since one of its secrets is that a leader does not advertise himself as such; instead, he merely joins a group, becomes a bona fide member, joins a committee and becomes an officer.

b. One can become a leader by merely contributing ideas, by helping to establish policy and by being influential in many activity areas.

c. One can be a leader by assuming the role of kingmaker rather than king.

d. The deaf professional person is a successful deaf person. He is a source of inspiration and presents a living challenge to the deaf community. He is a leader in that he instills inspiration in others and gives a picture of deafness as a disability that need not be so restrictive.

5. Given that there is a need for more deaf professional persons to come into the deaf community, how may they be motivated, induced and persuaded to be recruited?

a. For reasons of ignorance or inertia, many deaf professional people do not come forward of their own initiative. To counteract this trend, perhaps the following steps might be taken:

(1) Deaf professional persons presently carrying out leadership roles might be persuaded to recruit their deaf professional colleagues to offer themselves and their time in some way to the deaf community.

(2) Other deaf professional persons might be invited to certain civic or social functions for a trial period. Once the strangeness of being in a different community has worn off, they might discover that the assumption of some leadership roles may meet some of their psychological needs and that they do have some responsibilities to shoulder for the deaf community. In other words, this problem calls for a kind of subtle and diplomatic salesmanship.

b. On the other side of this recruitment coin lies the deaf community itself. A better awareness must be instilled in the members of this community of the deaf professional person as a human being who has rights and privileges that should not be violated willy nilly. Further, members of the deaf community must be made aware that the deaf professional person has the option of choosing to serve or not to serve the deaf community, that the deaf professional person has his problems, too, and that some of these problems stem from the stresses involved in the rugged climb to his present educational and occupational positions. Too many members of the deaf community abuse the rights and the privacy of deaf professional persons and are not aware that such abuse inevitably engenders feelings of antipathy or reluctance on the part of deaf professional persons in meeting their leadership responsibilities.

6. There is a need for a leadership training program for the recruitment, training and development of leaders among deaf professional persons. The following recommendations for such a program are:

a. There is a need for formal training programs at the university or organizational level, in accordance with the concept of the "professionally trained leader," whether the applicant for such a program is a professional or a talented, non-professional person. Adult education classes might be set up and geared to meet this need.

b. There is a need for special training or orientation courses on the deaf community and its problems and needs, including a sociological makeup of the deaf population. Participation in such arrangements might enable the deaf professional person to better develop leadership attitudes and techniques and to become fully cognizant of the specific problems and needs of the deaf community, the better to carry out his leadership responsibilities.

c. Workshops, forums, seminars and sessions in human relations might be instituted and jointly attended by deaf professional persons and representatives from the deaf community in order to discuss mutual problems and to arrive at mutually agreed solutions.

#### **B. Discussion Group II: Problems of Deaf Professional Persons with the Hearing Community (Leader of this group was Allen E. Sussman).**

1. Gaining respect from the hearing community:

a. How can deaf professional persons, individually and collectively, obtain respect, acceptance and recognition from the hearing community? Many deaf professional people feel that, despite their high attainments, they are still generally being accorded "second-class citizen" treatment and feel they have the right to the kind of respect usually accorded hearing professional persons in our society. Participants in this discussions group manifested a great deal of resentment to the effect that they, professional people who are deaf, are still being avoided or treated in paternalistic and condescending manners.

b. The following possible solutions to this general acceptance problem evolved from this discussion group:

(1) Deaf professional persons should first **earn** the respect by maintaining a high level of professional competence, of excellence in their specific professional fields.

(2) Deaf professional persons should likewise maintain a high level of professional behavior and conduct, adhering to both the written and unwritten tenets of professional standards and behavior.

(3) Deaf professional persons should make attempts to be intellectually and culturally on a par with hearing colleagues, surpassing them if possible. Granted that the deaf professional person does not, as a general rule, have the

auditory access to usual cultural pursuits, e.g., concerts and lectures, nevertheless, he can and should compensate for the lack of these by developing more highly his visual access to such cultural activities as art (studying in art institutes or visiting art museums), theater (reading scripts prior to attending a specific play or musicale), literature (reading the classics as well as the best-sellers, becoming acquainted with the works of poets as well as philosophers, pursuing the reviews and critiques of books in newspapers as well as periodicals). There is virtually no end to what the deaf person's eyes can do to serve him.

(4) Deaf professional persons might take a more active part in public education. There is evidence of a widespread feeling among those both in the deaf and the hearing communities that many deaf professional people are too complacent with their high standing in the deaf community and that they should be more concerned with their standing in the world of the hearing as well. They might contribute to their specific professional publications, whether or not they are in the field of deafness. Further, they might especially endeavor to become active members of the organizations of their specific professions.

(5) Deaf professional persons should evince greater psychological and emotional maturity, exhibit greater tact and patience, restrain their submissiveness and maintain their dignity and self-respect as individuals.

2. Problems of communication:

a. What are the ways and means to ameliorate the communication situation? The Institute participants felt that the general lack of respect for and understanding of deaf professional persons on the part of the hearing community has some of its roots in communication difficulties. A frequently repeated assertion is that the deaf professional person is left out of things, that he is, wittingly or unwittingly, avoided and neglected.

(1) First, the deaf professional person must face the reality that the hearing person will not usually take the trouble to come to him unless he finds it necessary to do so. The deaf professional person, therefore, might take the initiative to bridge the communication gap by approaching the hearing person.

(2) The deaf professional person might attempt being friendly with at least one hearing person, with a view to having this hearing person as a possible interpreter, informer, monitor for him. This same hearing person might also be his introduction to hearing professional circles. In this way, the deaf professional person works by degrees at the outset, and finally comes around to cultivating friendships with his hearing peers.

b. An obstacle standing in the way of the recommendation that the deaf professional person attempt to be more active in his professional organizations so as to keep him abreast of developments in his field is his ability to negotiate the



complicated and formidable communication difficulties inherent in groups.

(1) The deaf professional person might take it upon himself as a duty to attend meetings and other professional functions with a hearing interpreter willing to inform him, by pad-writing or note-taking or even the language of signs, of the proceedings. If such a happy rapport can be established with his hearing colleague, the deaf professional person might go so far as to "train" his colleague as an interpreter.

(2) The deaf professional person might request the services of a qualified interpreter from the Registry of Interpreters for the Deaf (RID). Interpreters have been successfully utilized in meetings of the New York City Typographical Union.

(3) Through his interpreter, the deaf professional person might gain the floor and reach his professional colleagues, not only establishing communication but also showing his professional acumen.

c. The Institute participants manifested strong feelings that communication is short-circuited also with those hearing professional persons in the field of deafness. These include the educators, psychologists, rehabilitation counselors, psychiatrists, speech and hearing specialists, the clergy and others, even those who are able to communicate in the language of signs. Despite their familiarity with deafness, there is the strong feeling that these professional persons frequently do not accord their deaf colleagues the respect usually accorded others. Authoritarian, domineering, summary behavior, paternalistic and condescending attitudes from their hearing colleagues are frequently reported by deaf professional persons. Understanding, rapport, respect are usually devoid in the relationship between hearing and deaf professional people, especially in the field of deafness.

All this results in the one-way communication syndrome: the deaf professional person is frequently talked about, talked to but not talked with or listened to. In the field of deafness, the deaf professional person has a deep stake in the activities of his hearing colleagues and feels he should have a say in matters affecting the lives of the deaf. Yet, he is too infrequently consulted in such matters. Hearing professional persons in this field do not seem to realize that their deaf colleagues represent a valuable source of information and guidance—a source that remains virtually untapped. The Institute participants proceeded to offer steps by which this problem might be dealt with in the firmest, most constructive and most tactful manner.

(1) The first suggestion advanced is that the deaf person, professional or otherwise, must realize that his very disability does not necessarily render him an infallible expert on deafness and all its aspects. "Being deaf does not necessarily an expert on the deaf make."

(2) The second suggestion calls for more effort on the part of the deaf pro-

fessional person to understand the behavior of his hearing colleagues. To spur such an effort among deaf professional persons, it is proposed that much of the behavior of hearing professional persons toward deaf colleagues, especially in the field of deafness, is largely of a defensive nature, stemming from feelings of threat which they are likely to experience when, sooner or later, they somehow discern that their deaf colleagues do know as much as they do, if not more so, consequently rendering them "untoward" in their attitudes toward deaf professional persons.

(3) Finally, it is proposed that more stress be laid on a rational approach to this problem. Namely, that the deaf professional person concern himself primarily with the importance of establishing rapport with his hearing colleagues; that he take the initiative towards this end; that he take special pains to remind his hearing colleagues of the inherent reciprocity of communication, without which no communication can exist; that he correct but not criticize his hearing colleagues (even if such criticism is justified), thereby putting him on the defensive; and that he talk and work with his hearing peers. Insofar as the establishment of rapport is of primary concern, a certain question must be kept in mind: Are we discussing the method of communication or are we discussing the content of communication as well? It is in the conceptual interchange of ideas between the deaf and the hearing that we arrive at the crux of the matter; here, we are dealing with human interaction, with receptive and expressive communication, with the give-and-take relationship, the reciprocity referred to earlier—without which no possible communication can exist. Thus, the first and final aim that deaf professional persons might keep in mind in an attempt to ameliorate the communication problem with hearing colleagues is the establishment of rapport, of a give-and-take relationship with them.

d. In connection with the preceding discussion, the Institute participants felt that a more concrete, definitive step be instituted to deal with the problem of how most effectively to achieve a meeting of minds between deaf and hearing professional persons in the field of deafness so that rapport, that elusive quality in most human relationships, may develop between both parties in this field, that differences of opinion be aired and even that both parties can come to agree to disagree on any matter of importance to them. It is proposed that the step to this end might take the form of a "training program in human relations."

The goal of such a training program should be geared to bring about increased awareness of the impact we make on others, increased understanding of our own feelings and how they affect our behavior and increased flexibility in that we may learn to vary our behavior as situations vary in our experience. During the process of such training feedback

will be engendered between deaf and hearing participants, through which each participant discovers the impact he makes on others. He discovers further how criticism, judgmental statements and certain attitudes lead to defensive behavior rather than to desired changes.

Such group experiences in a training program of this kind will be reciprocally beneficial. It will enable the hearing professional person to deal with his feelings of inadequacy in not being able to understand fully and cope with the world of deafness. Similarly, the deaf professional person will have the opportunity to deal with his own shortcomings in his relationship with the hearing world. The learning experience to be obtained in such a training program as this is bound to generate an atmosphere of mutual understanding and assistance, an atmosphere in which both parties may see their problems in broader perspective and, finally, one in which all concerned may more easily and quickly find possibilities of coping with them. A program of training in human relations cannot fail to improve and strengthen the relationship between deaf and hearing professional persons.

e. A final problem the participants of both Institute discussion groups felt so keenly about concerns the need for a "united front" of deaf professional persons. It is proposed that such a united front take the form of an organization to be comprised solely of deaf professionals, whether or not they are in the field of deafness. The idea of an organization of this kind is a major recommendation as it should encompass the wide range of problems as discussed in this Institute and be the vehicle by which the suggestions as set forth here may be implemented. Such an organization, moreover, would provide the deaf professional member with a permanent forum for the continuous exchange of ideas, discussion of problems, methods of compensation and other matters pertaining to him as a professional person. Further, such an organization, by formulating policies regarding problems and important issues, would serve to present a united front to both the deaf and hearing communities and, devoted to the unique needs of the deaf professional person, would serve as a means whereby his professional development and status in society can be enhanced. The purposes of such an organization, as suggested during the Institute, should be to:

1. Show society that there are such persons as deaf professionals; render these persons as less of an unknown in society at large; and in so doing, eliminate by degrees the persistent misconceptions of the deaf as a whole.

2. Encourage the congregation and socialization of deaf professional persons; many of them will benefit from the experience and wisdom of others who have "made the grade."

3. Instill and promulgate the concept

of professionalism and professional behavior.

4. Encourage certain members of the deaf community to pursue professional careers; far too many promising deaf individuals are not realizing their optimum potential.

5. Serve as a guiding or advisory body for young and talented deaf students; serve as an association where young deaf students could look to for vocational guidance and assistance.

6. Encourage, promote or collaborate with leadership training programs so as to spawn sophisticated and knowledgeable leaders for the deaf community.

7. Encourage and actively participate in the cultural development of the deaf at large; the National Association of the Deaf Cultural Program and the National Theater for the Deaf are cases in point.

8. Form an educational and public relations service, including a committee on writing and publication, a pool or bureau of public speakers.

9. Serve as a voice or lobby group in matters dealing with the education, vocational rehabilitation, social welfare and legislation pertaining to the deaf.

10. Serve as a volunteer or resource group to special programs, such as the New York University Center for Research and Advanced Training in Deafness Rehabilitation.

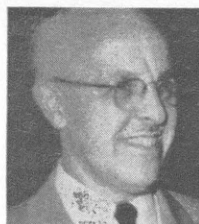
Underlying the goals and objectives of such an organization of deaf professional persons is the belief that deaf professional persons, individually and collectively, will finally be "lent an ear," (our apologies to Shakespeare) and that this organization will be an effective means for dealing with the problems of the scarcely tapped potentials of deaf professional persons in the service of the deaf and of society.

### III. Concluding Remarks

This Institute for Deaf Professional Persons was the **first phase** of a broader project of the Center for Research and Advanced Training in Deafness Rehabilitation. In order to round out this project, plans are now in the offing for two more workshops, one of which hopefully will be held this coming fall. These will be a (1) Seminar of Representatives of the Deaf Community at Large and a (2) Seminar of Hearing Professional Co-Workers of Deaf Professional Persons.

Since there is so much planning and work to be done behind these gatherings and behind other present and proposed future projects, and, especially, since she wishes to implement the philosophy that the deaf themselves be as involved as possible in the various project activities, Dr. Levine has set up a "Volunteer Corps" as part of the Center at New York University. Anyone who is interested and who is willing to volunteer some time and effort is welcome to apply at the Center.

Prior to the establishment of this Institute, a new organization had already



## QUESTIONS AND OPINIONS

on

## Parliamentary Procedure

By Edwin M. Hazel

Qualified Parliamentarian, Member, the National Association of Parliamentarians, and the Chicago Association of Parliamentarians, American Institute of Parliamentarians, Illinois Association of Parliamentarians

**"Members must not use harsh expressions about other members, must not impute, but must attack arguments, and NOT the men who make them."—Chapman**

Q. Please tell us the duties and rights of members.—New organization.

A. For the sake of harmony, accuracy in business, economy of time, order, uniformity and impartiality, you **must** always:

- Be loyal to officers whether or not you may like them personally.

- Help in the maintenance of order.

- Maintain a **respectful silence** in the course of debate or a speech.

- **Avoid** expressing any impatience or disapproval.

- Stand by the will or decision of the assembly whether you approve its action or not.

- Serve the assembly as a matter of **courtesy** as it may direct you, though you cannot be forced to serve if you decline.

- Confine your debate to the question (resolution or motion) before the assembly—**stick** to your point in debate or discussion.

- Remember that you cannot debate twice on the same question until everyone has had a chance, but if no one claims the floor you may speak again. Also, **remember** that you cannot speak longer than ten (10) minutes on the same question unless it is permitted by the assembly. In other words, the limit is ten (10) minutes per speech, and two speeches per member, or a total of twenty (20) minutes for (two speeches)

been conceived by a nucleus of few deaf professional individuals. Christened the "American Professional Society of the Deaf," this organization is now in the process of being incorporated, with the view of becoming permanent. Although not in any way connected with this Institute, the American Professional Society of the Deaf, however, received further impetus and encouragement from the recommendations as proffered during the Institute's group discussions. Hopefully, a future issue of THE DEAF AMERICAN will include an article devoted to a discussion of this particular organization.

Finally, the authors conclude with a reference to Robert Burns:

O wad some power the giftie gie us

To see oursels as others see us!

In other words, it is our fervent hope that not only will this Institute give us the "power" to see ourselves as the hearing community sees us and as the deaf community sees us, but also that it will give both communities that same power to see themselves as **we** see them.

per member. However, the time limit may be extended by a  $\frac{2}{3}$  vote. This motion to extend is undebatable.

- Remember that it is not a member but the question, that is the subject of debate. To avoid the tendency to deal in **personalities**, do not refer to another member by name. That is, "Harry," "George," "Alice," or the like, but always say, "the gentleman (or the lady) who spoke a little while ago," "the member who spoke last or who has preceded me."

- Ask a speaker a question or correct serious misstatement or the like, if the speaker **consents**, but **only** through the Chair (presiding officer).

### Questions

(See page 35)

1. After debate turned into turmoil on a motion, a member objected to it. What should be done?—Mrs. JHA

2. May a member speak against a candidate for an office?

3. Suppose after a member was elected to an office, it was discovered that this member was in arrearage in dues. What happens?

4. Does the adoption of a budget mean that it approves the expenditures?

5. What is the difference between a standing committee and a special committee?

6. Are standing committee chairmen members of the board?

7. Is it good policy for a member to debate on anything for himself?

8. How many times may a member speak on an appeal from the decision of the Chair (presiding officer)?

9. We were told we could not vote because we were on the nominating committee. Is that true?

10. To what does the motion to "suspend the rules" refer?

Mr. Hazel will be glad to answer questions pertaining to parliamentary procedure. Readers desiring a personal reply should enclose a stamped addressed envelope. His address: Edwin M. Hazel, 12024 Wentworth Ave., Chicago, Illinois 60628.

When in MONTREAL visit

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(Provincial Society of Deaf in Quebec)

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A. Chicoine, Secy. and Mgr.

Guy Hamel, Director





Jerry Fail

## NEWS

### From 'Round the Nation

Mrs. Jerry Fail, News Editor  
6170 Downey Avenue  
North Long Beach, Calif. 90805

Mrs. Harriett Votaw, Asst. News Editor  
2778 S. Xavier Street  
Denver, Colorado 80236



Harriett Votaw

## California . . .

Like we keep telling you, convention-time is almost upon us and we trust you have contacted the San Diego committee and made all the necessary reservations for the California Association Convention at the U.S. Grant Hotel August 31 through September 3. Chairman Flo Petek especially urges that all who plan to take the bus trip to Tijuana and the Jai Alai games on Friday, September 1, write in for reservations immediately. Buses leave the hotel at 4 and 6:15 Friday afternoon and Ronald Chadwick, in charge of the Tijuana tour, is eager to know how many to expect. Complete information is available through your local CAD chapter. From CAD Treasurer Don Nuernberger comes a gentle reminder: special rate of \$15 for combination tickets is for CAD members only! Most memberships fall due this summer and you'll save time at the registration desk by mailing your \$3.50 dues to Don now at 14312 Adelfa Drive, La Mirada, California 90638.

Three Los Angeles area residents passed away in recent weeks: Earl W. Field died at the age of 81 on March 21; Simon Himmelschein died the end of April after a lingering illness; and George Brookins passed away May 10.

During our recent visit to Tucson, Armond Ronstadt told of his forthcoming trip to Europe via Air France over the polar route. Armond leaves July 7 on the trip, sponsored by the Hughes Employees Association. Mrs. Dorothy (Leo) Koch also departs via Air France July 7 and will visit France, Germany, England, Switzerland, Italy, Holland and Austria. Among others taking off for foreign shores this summer are Florence Stillman and Iona Simpson and both are eagerly marking off each passing day on the calendar. At the Los Angeles Club evening of May 20, the Lesniaks and the Stottlers were all excited about their forthcoming trip to Alaska so it looks like Our Town is going to be practically deserted the next few months.

Army Private First Class Dennis L. Ash, 20, son of Millard and Evelyn Ash of Harbor City, is currently participating in "Operation Farragut" in Vietnam with his unit, the 101st Airborne Division. Denny is a wireman in Communications Platoon, 1st Battalion, of the division's 327th Infantry and, during the operation which is being conducted up and down infamous Highway 1, the "Screaming Eagles" division has moved three villages

and 300 Montagnards from Communist to government-controlled territory.

Mr. and Mrs. Carl Howell (nee Lena Raines) were guests of honor at a large gathering April 9 in the banquet room of El Monte's Five Point Bowl. Friends came from all over the southland to help the Howells celebrate their 40th wedding anniversary and wish them happiness in the years yet to come. Lena, of Donie, Texas, and Carl, of Dodd City, Texas, were married in Austin on February 26, 1927, and both attended the Texas School. California residents the past 25 years, the Howells live in Upland and are parents of a son, Dick. Among the dinner guests were Joe and Doris Bannister, Harry, Mary and Carol Goff, Gordon and Maxine Lincoln, Mrs. Mary Pratt, Mrs. Bessie Ferguson, Glen C. Moen, Clifford and Pauline Putman, Louis and Bea Shealy, Virgil McKennan, Mrs. Eva Studebaker, Annie Collins, John Moriarity, Margaret Smith, Philip and Alma Katz, A. McCallon, Virgil and Ellen Grimes, Charlotte Pringle and Mr. and Mrs. A. J. Lee.

Also Mr. and Mrs. George Harper, John and Goldie Branham, Steve and Florence Nagy, Reba McCallon, Joe and Cora Park, Frank and Pat Luna, Wayne and Kitty McIntire, Ella Gardner, Hubert and Violet Becher, Madaline Valentine, Martha Derrick and Drury and Marianne Cauby.

Robert Wickham went east to Columbus, Ohio, last fall and returned with his mother, Mrs. Marie Wickham, and Mrs. Erma Knapp of Toledo. Mrs. Knapp spent the winter with her son who lives out this way. Mrs. Wickham had the time of her life taking in all the local clubs and other organizations and managed to cover quite a lot of territory visiting every place of interest hereabouts until, with much regret, she boarded a jet at LAX en route back home to Columbus.

Happy events have a way of coming up with unexpected suddenness and that's just what happened recently when friends were informed of the impending marriage of Naomi (nee Leeper) Christensen, Long Beach, to Thomas S. Smith of Reno, Nevada. Schoolmates years ago at the Arizona School, Tommy and Naomi met again in Phoenix during Easter vacation and at 7 p.m. the evening of May 3

close friends gathered in Twin Palms Wedding Chapel over on Long Beach Boulevard where a radiant Naomi became Tommy's bride in a quiet ceremony. By the time the news got around generally, the two had forsaken Long Beach to make their home in Las Vegas. Now that's a switch 'cause most people go to Las Vegas to get married what with California's three-day waiting period and blood test requirements, etc.! We hope the newlyweds will find time to write because we have heard nary a word from them since they departed on the 300-mile trip across the desert and the sand dunes.

Tragedy befell the Arthur C. Smith family of 337 N. Vulcan Avenue, Encinitas, on April 9 when their 13-year-old daughter, Paula, was struck and killed by a car while riding her bicycle. Paula was laid to rest in Greenwood Memorial Park with the Reverend G. A. Gehrs, Jr., Lutheran minister to the deaf, officiating. Besides her parents, the child is survived by a sister and two younger brothers.

Thomas W. Elliott wasn't a bit surprised by the "surprise" party given by Doris Wilson and her friends at Everett and Peggy Rattan's home in Los Angeles April 22 because, as Tom puts it, women talk too much and he just couldn't help catching on as to what was in the wind that particular evening, and he wasn't about to feign surprise, not he! However, the party was lots and lots of fun any way and it was near dawn before the guests went home. We arrived late, so missed most of the activity, but among those we met enjoying the food, fun and festivity were Emory and Evelyn Gerichs, Bill and Belle Tyhurst, Iva DeMartini and Harold McAdam, Odean Rasmussen, Conrad and Ethel Hutcheson, Herman and Flo Skedsmo, Millard and Evelyn Ash, the Rattan's son, Allan, and wife and there were many more who had left before we got there. Tom was actually mighty pleased by all the big to-do and obligingly hauled out and displayed the pile of gifts he received which, unlike the party, really were surprises!



**HAPPY ANNIVERSARY**—Mr. and Mrs. Carl Howell of Upland, California, were honored at a dinner gathering on the occasion of their 40th wedding anniversary April 9. (See California News section.)



**HAPPY BIRTHDAY TO YOU**—says Marcella Skelton (right) as Mrs. Carrie Schlack gazes in wonderment at one of several birthday cakes presented her on-stage at the Long Beach (California) Club evening of April 22. Occasion was a surprise party given Carrie on her 70th birthday by Jerry Fail (left). In the other picture, her face glowing with happiness, Long Beach Club's "Mother Carrie" is shown with husband, Charles, and son, Henry Nunn, while daughter-in-law Beverly (left) exclaims, "Why, Mother, there's almost a hundred dollars!" (See California News section.)

Currently on the invalid list is Mrs. Saul (Pat) Lukacs of Long Beach. Pat spent several days in Lakewood General Hospital suffering from a heart condition and is now at home taking things easy. Saul is taking good care of her, such good care in fact that we have not seen him around his usual haunts at all lately.

CAD President Hal Ramger expects to be in Los Angeles for six weeks this coming summer. Hal is to work for Graphic Studios in Hollywood under a Captioned Films contract to prepare a pilot program in basic electronics. Hal plans to fly home to Oakland on week-ends but, just the same, folks hereabouts will be seeing something of him because Hal intends to help plug for a good attendance at the San Diego convention August 31-September 3. He is coming down on a government contract to develop a training curriculum for teaching basic electronics and electronic assembly to the deaf.

It's a tossup as to who had the most fun at the Long Beach Club the evening of April 22! When Charles and Carrie Schlack left home late that afternoon, Carrie kept admonishing Charles to hurry because "They will need some help at the club tonight" and so it was that she readily assented when asked to assist onstage with Marcella Skelton while Ellen Grimes, Evelyn Moore, and Jerry Fail were busy backstage! Skullduggery was revealed, however, when the three appeared with a candle-lit birthday cake amid whoops of "Happy Birthday" from almost a hundred people gathered to surprise her and enjoy her consternation. Caught completely unawares, Carrie finally recovered to remark, much to everyone's amusement, that it was the happiest 70th birthday she'd ever had!

With that, Jerry Fail breathed a sigh of profound relief because she had spent several weeks of rough-going in planning the surprise gathering and keeping a secret from Carrie Schlack can be mighty difficult, 'tis true! After Carrie had admired her three birthday cakes, Jerry hurried in with a box which, she explained, contained a very special one. But when Carrie opened the box, the "cake" therein was made entirely of one-dollar bills nesting on a bed of flowers . . . about the most expensive "cake" anyone ever laid eyes on, huh?

Needless to say, "Mother Carrie" went around the rest of the evening with a dazed look on her face and something tells us she isn't going to believe anything we tell her hereafter. Gathered to wish her many more happy birthdays were husband Charles and son, Henry Nunn and daughter-in-law Beverly, and (arriving just a minute too late to see the fun when things got started) daughter Betty and son-in-law Ralph "Buddy" Robinson, as well as Melvin and Irene O'Neal, Clifford and Pauline Putman, Evelyn Ash, Glenna Tiemens, Charles Graves, Mary Powell, Ben and Mary Mendoza, Harold Trask, Hope Paxton, Pansy Bell Johnson, Jerry Stillwell, Glen Orton, Delmar Moore, Frances Widner, Virgil Grimes, Fred Gries and Melvina Lindholm, Ross and Faye Bailey, Doyle Blagg, Joe and Cora Park, George and Marie Counts, Joe and Pauline Tellez, Charles and Grace Townsend, Henry Tiemens, Vivial Ausburn, Ken and Willie Lee, David Smith, Nora Dye and Marion Valjato plus more we may have missed. Sending gifts, although unable to be present, were Frank Luna, Ida Kennedy, Maurice Vogel, Harold Cliff, John Fail, Millard Ash, Thaine Smith, Waverly and

Myrtle Dyke, Don and Connie Sixbery and Coastguardsman John E. Fail. Carrie has since recovered her equilibrium and she and Charles will be leaving in about another week for Sulphur and the Oklahoma convention where, no doubt about it, they'll tell all and sundry about the happy event of last April 22.

Folks turned out en masse April 30 for the Bavarian dinner party engineered by UAS-WGD Tour Director Herb Schreiber, with a big assist from wife Ruby and daughter Nancy, at the Turner Inn Hofbrau in Los Angeles. Socializing began at 2 p.m. that Sunday followed by a full-course dinner and dancing the polka. In between times, Herb gave us the complete story of the WGD Winter Games in Germany with movies and color slides although we looked in vain for films showing just how he happened to break his leg! Hear tell the gathering lasted far into the night and wish we had hung around awhile longer, darnitall! Far as we can find out, Herb's efforts paid off most handsomely with a goodly sum raised for the Yugo '69 Fund and didn't he look cute all togged out in authentic Bavarian regalia, especially his hat?

We told you, last issue, about the Luau dinner-dance and floor show at the Castaways in Burbank on September 30 given by the Southern California Women's Club of the Deaf with Ruth Skinner in charge. Cost is \$10 per person and tickets are now on sale so get yours now. Write to Anna Verberg, 1242 North Edgemont Avenue, Los Angeles 90029. The affair will benefit the California Home for the Aged Deaf, the NAD and the CAD as well as the World Games Fund and the Rhoda Moulder Memorial Fund and prizes include a color TV and a weekend in Las Vegas. Let's go!



## Colorado . . .

Mrs. Alice Palazzi of Rifle, Colorado, was a recent houseguest of the Richard Frasers I. While here they took her to Loveland to visit the Conrad Urbachs.

Art Dignan of Jacksonville, Florida, is a newcomer to Denver where he has obtained a position with the Denver Post. He has been busy making acquaintances at the Silent Athletic Club. He was brought to the club by Mr. and Mrs. C. R. Pollock, former Floridians who have lived in Denver for a number of years.

Mrs. Elsie Kilhau underwent a gall bladder operation in April; Sandra Klein was involved in an automobile accident in which her car was damaged beyond repair. Sandra was in the hospital two days but is out and back to work by now. John Salazar was in the hospital for over a month—he had a kidney infection and they learned he had a rheumatic heart. Poor John—he will not be able to pitch for the SAC's softball team this year.

Herbert Votaw has been making model locomotives for years, as many of you know. His replica of the Union Pacific 844 engine is on display at the ticket office of the Union Pacific in downtown Denver. The model was first put in the window for the April 23 trip of the Inter-mountain Chapter of the National Railway Historical Society of which Herb is a member. When it was learned the Rocky Mountain Railroad Club was sponsoring another such steam excursion on June 3-4, Herb promptly was requested to leave his model in the window until after that trip. The April 23 trip turned out to be a never-forgotten excursion for the many fans and Herb who went along on the trip. There were people from all over the United States who are staunch railfans, and among them was one deaf man, Julian Ortiz, of Los Angeles, whom Herb had met last fall on another such excursion.

We were saddened to learn of the death of Tom Collins of Richmond, California, on May 10. Mr. and Mrs. Collins were native Coloradans who moved to Richmond to live with their daughter upon his retirement.

Joe Cacciatore spent five days in the new building of St. Francis Hospital in Colorado Springs with a kidney infection. He is now back at his job with the Clif-



## Stalling Along . . .

By **STAHL BUTLER**, Executive Director  
Michigan Association for Better Hearing and Speech  
724 Abbott Road, East Lansing, Michigan 48823

When I lived in Georgia, a deaf man asked me to assist him with the most difficult and the most impossible task I ever have faced. This man had developed a medicine which he hoped to market. He brought me a bottle of the medicine and about a hundred words for the label on the bottle. He wanted me to correct the language for the label.

The language for the label was meaningless to me. I could not get an idea from the words; his signs did not help me any. I really was not able to help

him, though I did provide some words that he could use, including his name, address, and the name of his product.

I have thought of this jumble of about a hundred words many times, and I remembered this experience again when I read the following statement to reporters by the grand old man of baseball, Casey Stengel. "That feller runs splendid but he needs help at the plate, which coming from the country chasing rabbits all winter gives him strong legs, although he broke one falling out of a tree, which shows you can't tell, and when a curve ball comes he waves at it and if pitchers don't throw curves you have no pitching staff, so how is a manager going to know whether to tell boys to fall out of trees so he can run fast even if he can't hit a curve ball?"

This is another bit of evidence that it is not always the deafness that is the cause of a confused language pattern.

\* \* \*

According to news reports, the Michigan School for the Deaf and the Michigan School for the Blind have disproportionate attendance from their counties of location. At Flint, of 440 pupils, 106 are from the local county, 10 who live at MSD and 96 who live at home but go to school there. At the school for the blind in Lansing, about one-fourth of the attendance is from surrounding counties.

\* \* \*

I had a nice trip to the Marina del Rey Hotel in Los Angeles to deliver my speech on the hard-core deaf. In an evening social hour, it was a pleasure to witness the interviewing of several of the outstanding deaf citizens of the area. As a response to a request for suggestions for future meetings, I proposed that the deaf people to be interviewed be deaf rehabilitation clients and that the counselors be included in explanations of how the counselors and the clients were working together to overcome employment and related problems.

\* \* \*

The changing of the name of the New Jersey school to the Mary Katzenbach School is, I think, the beginning of a modern trend and a very good one. I would like to see the name of our Michigan school changed to the Harley Wooden School, or the Bruce Siders School or something like that.

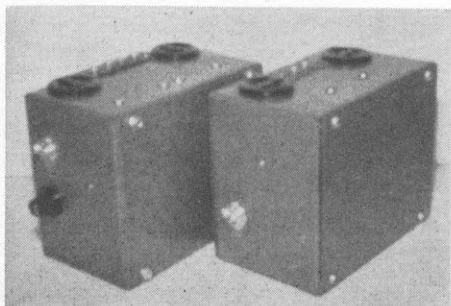
The reason is apparent when you think of a hard of hearing child who learns for the first time that she is to attend the Michigan School for the Deaf. For the child and her family the word **deaf** is negative and a stigma. The child says,

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**ROBERT HARDING**

2856 Eastwood Ave.,  
CHICAGO, ILL. 60625



"I am not deaf!" The parents say, "Our child is not deaf!" The family has a lot of explaining to do. If the name were the Harley Wooden School, no questions would be raised.

\* \* \*

The Vocational Rehabilitation Administration has helped the deaf again. The following was printed in the "Journal of Speech and Hearing Disorders."

Under a grant from the Vocational Rehabilitation Administration, the Institute for Psychosomatic and Psychiatric Research and Training, Michael Reese Hospital and Medical Center, Chicago, Illinois, recently initiated a research and demonstration program with psychotic and emotionally disturbed hearing-impaired adults and children. Deaf adults transferred from state mental hospitals to the inpatient unit of the Psychosomatic and Psychiatric Institute are being treated and studied by a research group composed of psychiatrists, psychologists, and the staff of the Hennen Hearing and Speech Center, Michael Reese Hospital. Pilot projects also have been initiated to study the emotional aspects of deafness on young children and their parents. During an interim period of three years, while a new hearing and speech center is being built on the campus of Michael Reese Hospital, experience will be acquired with the emotionally disturbed deaf to develop research hypotheses in areas such as concept formation and symbolic representation in the deaf; to develop techniques of diagnosis and therapy, and to train professional personnel. The inpatient and outpatient activities will continue on an outpatient basis in the new hearing and speech center. Roy R. Grinker, Sr., is principal investigator and McCay Vernon is project director.

\* \* \*

Congratulations to Ralph V. Jordan, a deaf teacher in the California School, who was honored for his volunteer work for "giving counsel and direct assistance to countless deaf people who have brought to him problems arising from communication difficulties, employment, economic and domestic conditions."—The California News

\* \* \*

In contrast with the pleasure-seeking activities of youth in Florida and elsewhere, "180 students spent their Easter vacation in Tijuana, Mexico, helping the desperately poor of that area by building schools for the deaf and blind. They received no pay for their services and, in fact, had to pay for their board and transportation."—Selected

\* \* \*

Excessive speed is the number one highway killer, according to a report from The Travelers Insurance Companies. Last year excessive speed was involved in more than 18,000 fatalities on America's highways.

## Pittsburgh Providing Varied Services

New services for the deaf in the Pittsburgh area are being provided by the Counseling and Community Services Center for the Deaf. The project is sponsored by VRA in cooperation with the Pittsburgh Hearing and Speech Society and the Western Pennsylvania School for the Deaf. The Center provides direct guidance and referral to existing social service agencies. One of the services provided is in the matter of obtaining automobile insurance. The Center provides interpreters for court cases and will establish adult education classes for the deaf of western Pennsylvania.—the Western Pennsylvanian

## 18TH ANNUAL

# Deaf Prep All-American Basketball Team

### (First Team)

Name and School	Age	Ht.	Wt.	Class	Av. pts. Game	Coach
Tim O'Hea, Rome	18	6-2	170	Jr.	28.8	Magness
Roosevelt Cunningham, American	19	6-2	165	Sr.	21.3	MacKinnon
Craig Healy, Clarke	16	6-0	150	Jr.	25.0	Wilhelm
Mike Clemmey, Boston	17	6-1	175	Sr.	16.5	Muir
Terry Buchholz, Iowa	18	6-1	175	Sr.	20.3	Stewart
Ken Eureka, Nebraska	17	5-11	160	Jr.	24.5	Giordano
Charles Mix, Indiana	17	6-3	185	Jr.	20.4	Goldman
Greg Wilson, Riverside	18	6-5	210	Sr.	17.1	Parks
Robert Watts, Fanwood	18	6-3	190	Sr.	22.1	Kennedy
Dennis Berrigan, St. Mary's	18	5-11	180	Jr.	15.4	Murphy
Johnny Jones, Arkansas	18	5-6	150	Sr.	26.1	Nutt
Sammie Hudson, Alabama Negro	19	6-2	170	Sr.	15.2	Stamps
Charles Coward, Mississippi Negro	19	5-11	155	Sr.	26.0	Dorsey
Norris Keel, Florida	19	5-9	155	Sr.	16.4	Slater
Frank Patton, Tennessee	19	6-0	190	Sr.	13.2	Bailey
Lewis Evans, West Virginia	18	5-11	155	Sr.	27.0	Rubiano

### (Second Team)

Monte Hoover, West Virginia	18	5-11	210	Sr.	19.2	Rubiano
Clyde Kimball, Austine	18	6-2	165	Sr.	27.9	Bonura
Robert DeLorme, Rome	18	5-9	160	Jr.	17.5	Magness
Larry Butler, Texas	18	6-2	175	Sr.	13.4	Snowden
Wayne Miller, Louisiana	18	6-5	185	Jr.	21.2	Jones
Louis Cassinelli, Berkeley	17	6-3	170	Jr.	21.8	Fraley
Gary Burgess, Michigan	19	6-4	190	Sr.	16.5	Warren
Robert Raiche, Boston	16	6-0	150	Jr.	18.2	Muir
Earl Swanigan, Indiana	18	6-1	195	Sr.	14.8	Goldman
Charles Edwards, Alabama Negro	19	5-11	160	Sr.	20.6	Stamps
Bob Born, Washington	18	6-1	170	Jr.	11.2	Devereaux
Tommy Daugherty, Alabama	19	5-7	130	Sr.	21.0	Houghston
Herman Buckman, Florida	18	5-6	140	Jr.	9.4	Slater
Reece Cain, North Carolina Negro	19	6-1	160	Sr.	24.8	Nelson
Ken Pedersen, Berkeley	18	6-1	165	Sr.	16.7	Fraley

**SPECIAL MENTION to outstanding freshmen:** Patrick Berrigan (6-0) and Carl Cerniglia (6-2), both of St. Mary's; Julius Wilson, Tex.; George Ferreira, R. I.

**SPECIAL MENTION to outstanding sophomores:** Timothy Frelich, N. D. (He averaged 23.9 points per game); Willie Poplar and David Browning, both of Tenn.; Doug Schnoor, Neb. (He had a 20.8 points per game average); John Wilson (6-3), River.; Bobby Fuller, Tex.; Jerry York, Ariz.; Tom Carson (6-3), Colo.; Steven Morlock, Utah; Albert Dial (6-3), Wash.

**SPECIAL MENTION to outstanding juniors:** Terry Storey, Ill.; Scott Sigoda, Fanwood; Roby Morton (6-4), Miss. Negro; Leslie Suhr, Wis.; Sonny Hottle (6-0), Kan.; Charles Hubbard, Mo.; James Taylor, N. C. Negro; Wesley Hendrickson (6-6), Minnesota; Charles Bell (6-2) and Ernie Northup (6-5), Ark.

**SPECIAL MENTION to outstanding seniors:** Edward Beck, N. J. (He's 20); Curtiss Brent, Miss. Negro (He's 20, too, and is 6-2); Robert Morin, Beverly (He had a 23.6 points per game average).

**HONORABLE MENTION to departing seniors:** Gary Shaw and Harry Bloomgren, both of Illinois; Allen Snare, Mt. Airy; Kevin Collins (6-0), St. Mary's; Vaughan Halada, Wis.; Howard Wells and Charles Smith (6-2), both of Ala. Negro; Joseph Leccese, Fanwood; Peter Martin and Edward Pratt, both of American; Rodney Reid, Kendall; Edward Jeffords, Fla.; Johnny Samuels, Fla.



# Hawks Of Boston School For The Deaf Produced Best Deaf Prep Cage Record, 21-2, And Upset Clarke And Austine For New England Crown

First Integrated Squad Represented Florida School for the Deaf Rates "Team of the Year" Honors With Fine 20-3 Seasonal Worksheet. Alabama Negro, Arkansas and North Dakota Also Post Sparkling Winning Seasons. St. Mary's, Tennessee, Alabama Negro and Rome Are Tourney Champs. Sandy Haired Tim O'Hea of Rome Tabbed "Player of the Year."

By ART KRUGER, Sports Editor

10625 Eastborne Avenue #1

W. Los Angeles, Calif. 90024

This is the 18th annual deaf prep basket-tossing story for the **Silent Worker** and now **THE DEAF AMERICAN** . . .

We hope you all of our faithful readers did read that newspaper column about Tim O'Hea of New York State School for the Deaf at Rome which was reprinted in last month's **Sporting Around With Art**.

Well, he is our choice as deaf prep cager of the year for 1966-67. There aren't many more superlatives that we can add to the support of Tim O'Hea for this honor. Those newspaper clippings and letters from opposing coaches speak for themselves.

Tim is a natural. He has the moves, the build and the ability the likes of which are few and far between. Opposing coaches said they have seen many deaf prep cagers perform over the years, and they must say without reservation that Tim is the most complete basketball player they have had the pleasure of watching. He can play any position—pivot, high scoring forward, or driving, play-making guard. In addition to his scoring and maneuvering ability he is a tenacious rebounder and a bulwark on defense. In all, he is a coach's dream of a **total** ball player.

There are two other players whom we like. They are two mighty mites, Johnny Jones of Arkansas and Timothy Frelich of North Dakota. Both were guards. Johnny Jones is a great athlete. He makes "great" seem like an inadequate adjective. He's already deaf prep All-American in football, but football is just one facet of the sports life of this 5-foot-6 star.

This year Johnny averaged 26 points per basketball game. He got most of his points on deadly outside jump shots. That accuracy was instrumental in his team's fine 20-9 record this year. Coach Houston Nutt said Johnny was no slouch defensively either.

Johnny was also a good playmaker and a real leader. He was a team man and he and his teammates played as a unit for 10 years.

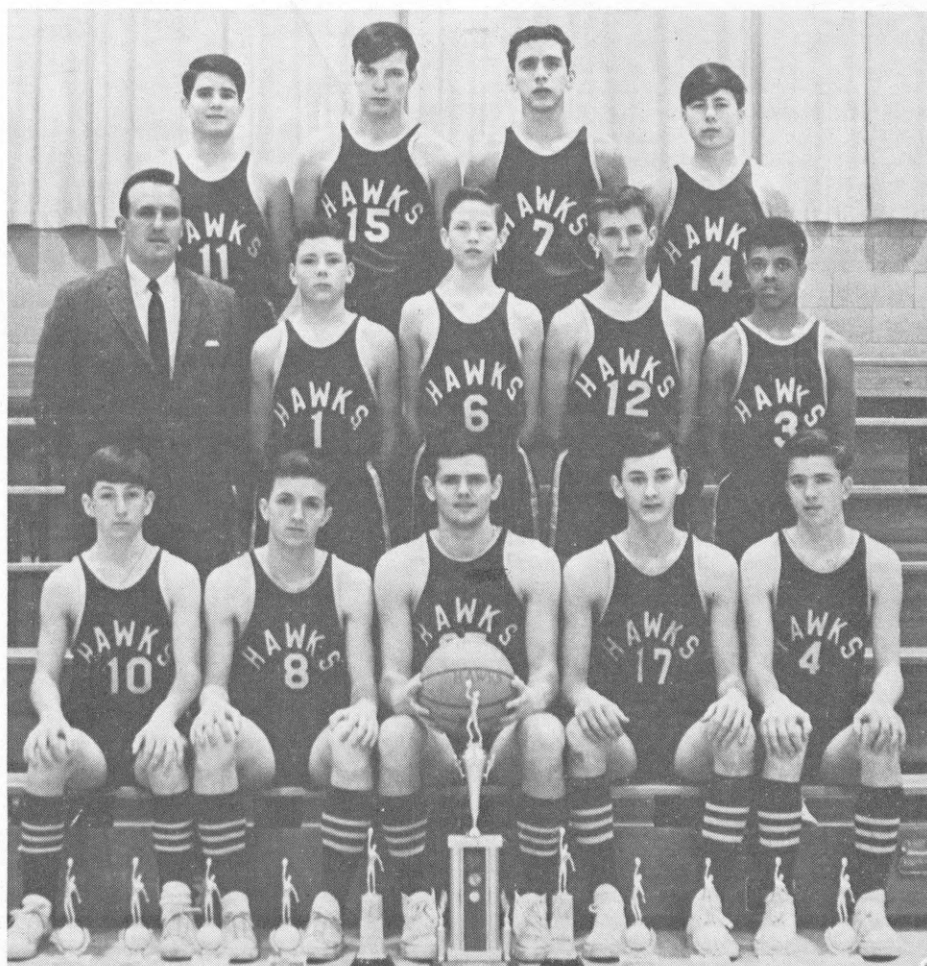
The smallest member of the North Da-

kota School for the Deaf quintet, Timothy Frelich played a BIG role in NDSD's first highly successful season in several years. He is only 16 years old, is 5-feet-5 tall and weighs 120 pounds. And he's only a **sophomore**.

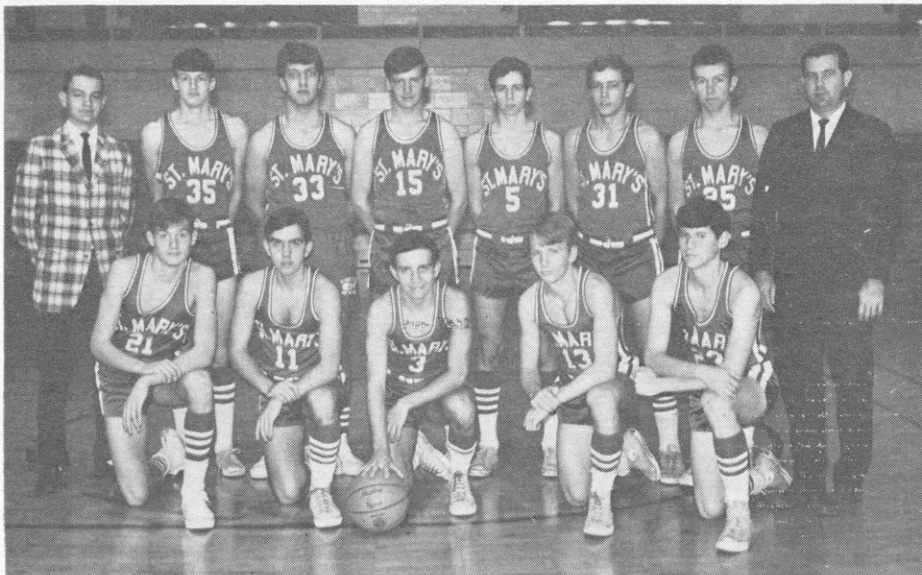
Rated by Coach Henry Brenner as the most valuable member of his team, Timothy proved to be much more than a highly proficient playmaker. His most valuable attribute may have been con-

sistency which came through while NDSD was compiling a remarkable 14-3 record in non-conference play, the Ramsey County tourney and the district 15 meet. Timothy finished the campaign with 154 field goals and 74 foul conversions for a total of 382 points, a 23.9 per game average. Last year as a freshman, Timothy averaged 22.7 points per game.

Besides Arkansas and North Dakota, three other schools posted outstanding



These good looking boys represent the Hawks of the Boston School for the Deaf, a Catholic institution at Randolph. This well-coached squad posted the best deaf prep cage record of the year with a sparkling 21-2 mark. Sitting, front row, left to right: Robert Pasqualetti, James Sullivan, Mike Clemmey, Robert Raiche, Allan Gifford. Middle row: "Coach of the Year" John Muir, Robert Kalis, Steven Novar, Norman Stewart, Manuel Andrews. Back row: William Stanhope, Dennis Harris, Brian Perry, John Hannon.



Piloted by Lee Murphy, this tall freshman-studded St. Mary's School for the Deaf team from Buffalo, New York, finally captured its first Eastern deaf prep tournament crown since 1956. (St. Mary's was Eastern tournament winner for six straight years from 1951 to 1956.) Standing, left to right: Manager Dennis Wagner, Patrick Sullivan, Charles Fusco, Hoyt Pruitt, Patrick Berrigan, Joseph Pascall, Dennis Berrigan and Coach Lee Murphy. Kneeling—Carl Cerniglia, Joseph Steven Krantz, James Kneer and Kevin Collins.

cage records. They were Boston (21-2), Florida (20-3) and Alabama Negro (21-5).

The Hawk five representing the Boston School for the Deaf at Randolph, Mass., was the surprise team of the year. After three years of hard work and basically the same team the deaf Hawks were not going to be denied posting an impressive record and winning the deaf prep New England championship. They won it against bigger squads and upset highly favored Clarke and defending champ Austine.

The Boston school used a 25-point fourth quarter period, Saturday night, March 18, 1967, at the Brattleboro (Vt.) Union High School gym to defeat the Austine School, 55-44, in the championship game of the Fourth Annual New England School for the Deaf Basketball Tournament. The two teams took turns putting together long scoring strings in the exciting title game.

In the three-day and the first eight-team affair, Clarke School of Northampton, Mass., finished third in the tourney, while Rhode Island was the consolation winner, equivalent to fifth place. Both semifinal tilts in the championship round were also played at the BUHS gym, while all other contests were staged at the Austine School gym. Results:

Austine 81, Beverly 55  
Mystic 33, Crotched Mountain 31  
Boston 56, Rhode Island 51  
Clarke 81, Maine 35  
Crotched Mt. 61, Beverly 52  
Rhode Island 56, Maine 45  
Austine 70, Mystic 30  
Boston 56, Clarke 53  
Rhode Island 43, Crotched Mt. 39 (5th place)  
Clarke 57, Mystic 38 (3rd place)  
Boston 55, Austine 44 (championship)

Clarke was the pre-tourney favorite to upset defending champion Austine but ran into trouble in the person of Bob

Raiche of Boston who rang the bell for 26 big points in steering his mates to the upset victory. Raiche hooked up in a nifty scoring duel with Clarke's Craig Healy and the two kept their respective teams in contention until the 2:52 mark of the final quarter when Healy picked up his fifth foul. The score at this point was 49-47 in favor of Boston. Healy also had 26 points.

Named to the All-Tournament team were Bob Raiche and Mike Clemmey, both 6-footers, of the champions, Clyde Kimball (6-1) of Austine, Craig Healy of Clarke, also 6-footer, and John Valli of Crotched Mountain School for the Deaf located at Greenfield, New Hampshire.

All coaches agreed that Craig Healy was the most outstanding player of the tourney, the best Clarke has had since Paul Kaessler who played for the United States basketball team at the 10th Games, and is currently playing for N. Y. Union League. Robert Raiche was very smart and thrived on pressure, while Mike Clemmey was the best rebounder in the tourney. Clyde Kimball was very difficult to stop when he was close to the basket, while John Valli was very quick, a good driver and good shooter.

As usual, the New England deaf prep tourney was great. Clarke School will host the meet in 1968 in its sparkling new gym.

**It was a good year . . . in fact a very good . . . really, a great year for the Florida School for the Deaf Dragons.**

The school no longer has a separate Negro team. An all-Negro high school team won the Florida AAA championship, and even in Georgia, two Negro high schools battled it out in the state finals.

As a result of the integration, Coach Frank Slater molded his best Florida School basketball team ever with a sparkling 20-won, 3-lost mark. This Pennsylvania native who lost his hearing at the

age of nine and a graduate of Gallaudet College has been coaching at the St. Augustine institution for the past 13 years.

For the first time, the Dragons clinched the St. Johns River Conference cage crown. Their record for conference play was 13-1, the lone loss being to Father Lopez High by a single point, 65-66. They also won the Class C, Group 8 tournament and advanced to the Regional 2 finals of the FHSAA before bowing out. Another win in the regionals would have sent them to the state tournament.

Advancing to the regionals, the Dragons journeyed 230 miles into the panhandle section of Florida to Greensboro, where they met Greenville High. This team was far and away the biggest outfit the Dragons had faced all year, with a starting five that averaged 6-2. Yet the Dragons simply outraced and outfought the Greenville giants for their 20th victory of the season. The end came the following evening against host high school Greensboro when the Dragons lost, 74-89.

The Dragons weren't a tall club. The largest boy was a 6-2 junior James Fields. They depended mainly on six boys, each of whom was a scoring threat in his own right and capable of coming up with the clutch play when the chips were down. Coach Slater, who was unanimously elected "Coach of the Year" of the St. Johns River Conference, usually started Norris Keel and Johnny Samuels at forward, James Fields at center and Ed Jeffords and Herman Buckman at the guard slots. Seeing plenty of action as the team "sixth man" was little Harold Green, a talented ball handler and shooter. Those six boys each scored better than 180 points over the year, and they together averaged better than 73 points per game. Norris Keel, a 5-9 senior from West Palm Beach was the top scorer of the team.

One of Florida's three defeats was to Tennessee in the finals of Mason-Dixon deaf prep cagefest. This meet founded by T. Carlton Lewellyn in 1953, the 15th annual edition, took place at the Virginia School for the Deaf on January 27-28, 1967, in the Lewellyn Gymnasium.

Going into the championship game the Tennessee Vikings were the underdogs, as Florida had run roughshod over its two opponents. The Dragons entered the tournament with a perfect slate of 10 victories, and no defeats. Opening the game with a surprise press defense the Vikings quickly accomplished what they had planned to do . . . 1) Get hard-driving guard Herman Buckman in foul trouble; 2) to upset and stop the much heralded Florida fast break. As it turned out this was the perfect game plan as the Florida offense could never really get moving due to the inability to get the easy fast break baskets. Ahead at halftime, 27-26, and going into the fourth quarter the result of the pressure began to show on the Dragons as the Vikings continued to play it cool. The Vikings began to inch ahead as Florida made



mistake after mistake and failed to rebound at either end of the court. Florida, in a last effort attempt to catch up and break the game open, made the one big mistake that took away its last chance to catch up. The Dragons began to press the Vikings, which was a deadly error as the Vikings cut their basketball teeth in the tough East Tennessee high school basketball circles where a press is the common defense and the Vikings merely did what came naturally: they moved the ball down the floor to the open man and the easy basket or accepted the fouls that always come against a pressing defense. As the Vikings quickly enlarged their lead from 2 points to 11 the game was all over for the Dragons and the championship trophy was going back to Knoxville where it has been four of the last six years.

Anyway, it was a good year . . . in fact a very good . . . really, a great year for the Florida Dragons, the well-coached David Bailey's Tennessee Vikings beating them notwithstanding. And they get our vote as the "Team of the Year."

Results of the 15th annual Mason-Dixon deaf prep cagefest:

Florida 76, Louisiana 59  
Alabama 81, So. Carolina 49.  
Tennessee 65, Mississippi 31  
South Carolina 75, Mississippi 44  
Florida 74, Virginia 38.  
Tennessee 56, Alabama 50.  
Louisiana 54, So. Carolina 44 (5th place)  
Alabama 51, Virginia 24 (3rd place)  
Tennessee 62, Florida 51 (championship)

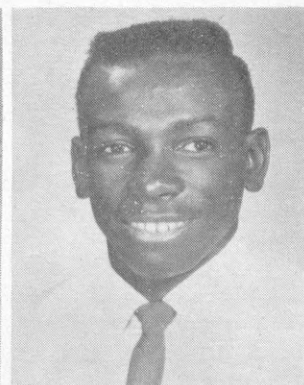
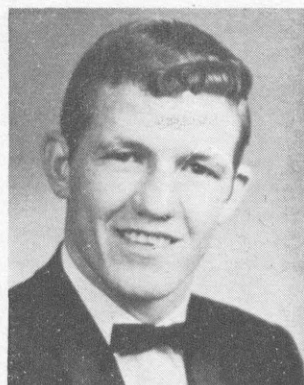
None from the championship game teams won the most valuable player award and only two players made the 10-man all-tournament squad. They were Frank Patton of Tennessee and Herman Buckman of Florida. Others included Tommy Daugherty and Perry Edberg (6-3) of Alabama, Wayne Miller (6-5) of Louisiana, Merritt Belew and John Olinger of Virginia, Gerald Jennings of Mississippi and Tommy Burwell and Rodney Addison of South Carolina.

Wayne Miller of fifth place Louisiana and Tommy Daugherty of third place Alabama were tied for MVP honors.

\* \* \*

They are starting another dynasty at St. Mary's!!! Watch those lads the next few years. If they stick together after they leave school and play for some AAAD member club they will be a powerhouse. They defeated a very good but surprisingly American School quintet in the finals of the 35th annual Eastern deaf prep basketball tournament held at the Hughes Memorial Gymnasium of Gallaudet College, February 16-17-18, 1967.

Since the retirement of the great John Rybak as coach of the St. Mary's five, it took Lee Murphy five years to build up a winning combination. He has a tall, young club, fast of foot and wit. Dennis Berrigan, a junior, played tremendous ball to pull this inexperienced freshman team from behind in the open-



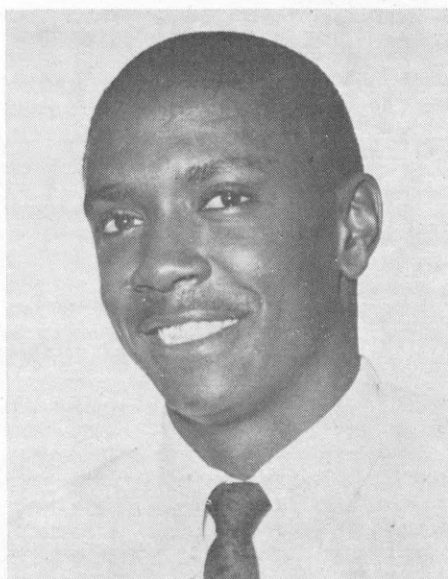
A pair of sophomores and a senior enabled the Tennessee School for the Deaf Vikings to post a winning season and shatter Florida's 13-game win streak in a major upset in the finals of the 15th annual Mason-Dixon deaf prep tournament. Center is Frank Patton, 6-0, 190-pound senior, who was the playmaker of the Viking five which captured its fourth M-D title in the last six years. The others are soph forwards—David Browning (left) and Willie Poplar (right).

er against West Virginia and in the finals against American.

Roosevelt Cunningham, 6-2, a transfer from the Alabama School for the Negro Deaf who was our "Player of the Year" last year, was the big difference for the Connecticut five this year. They came close to licking St. Mary's but just did not have as many good players on the bench. Cunningham was the outstanding player of the tournament. He brought the ball up (opposing players couldn't take it away from him even though they tried), moved underneath, and popped the softest jump shots.

Edward Beck was the best small player on the floor. He could do most anything with the ball for Marie B. Katzenbach School for the Deaf from West Trenton, N. J. New Jersey was rated an excellent opportunity to "bring home the bacon" but it wasn't in the books.

An outside chance was accorded the West Virginia quintet led by Coach Alex



This is Roosevelt Cunningham, the most talked about deaf prep cager in the East. A 6-2, 165-pound transfer from the Alabama School for the Negro Deaf, Roosevelt transformed the American five from a weak to a surprisingly strong club which finished the 1966-67 campaign with a fine 15-5 record and runnerup to St. Mary's in the Eastern finals. He is a tremendous rebounder as well as a shooter and has the potential to be a great player if he plays for some AAAD club. This is the same Roosevelt Cunningham who was our "Player of the Year" last year.

Rubiano. It blew hot and cold in one game against St. Mary's, blowing a big 14-point lead in the third quarter. St. Mary's came back and won in the last minute.

Results of the Eastern deaf prep meet:

St. Mary's 67, West Virginia 63  
Fanwood 62, Maryland 26  
New Jersey 75, Western Pa. 45  
American 50, Mt. Airy 38  
West Virginia 97, Maryland 37  
Mt. Airy 43, Western Pa. 40  
St. Mary's 67, Fanwood 52  
American 62, New Jersey 48  
West Virginia 56, Mt. Airy 45 (5th place)  
New Jersey 75, Fanwood 51 (3rd place)  
St. Mary's 58, American 52 (championship)

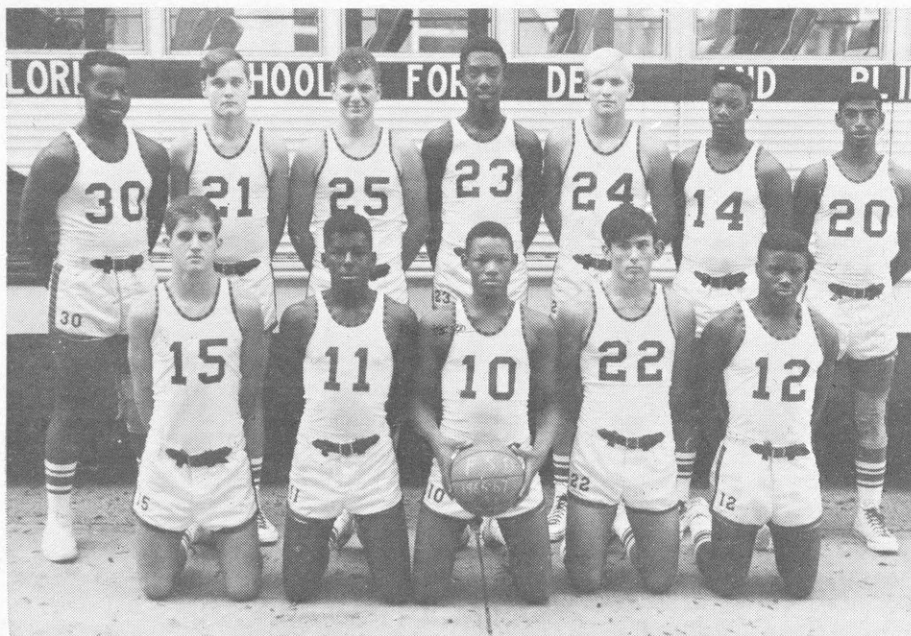
The Berrigan Brothers (6-0 junior Dennis and 6-1 freshman Patrick) of the championship St. Mary's club made the all-tournament first team, together with Roosevelt Cunningham of American, Edward Beck of New Jersey and Lewis Evans, a Negro sharpshooter from West Virginia. Picked on the second squad were Carl Cerniglia of St. Mary's (6-2 freshman), Allen Snare of Mt. Airy, Peter Martin of American, Monte Hoover of West Virginia and Joe Leccese of Fanwood.

And the New York upstaters completely dominated the Eastern cagefest as the Trojans of the New York State School for the Deaf at Rome easily copped the "B" Division. It was a cakewalk for the Rome five, which should have played in the "A" Division. Results:

Kendall 42, Austine 41  
Rome 103, Maine 39  
Austine 63, Maine 34  
Rome 84, Kendall 36

Both Tim O'Hea and Bob DeLorme of Rome were selected to the "B" all-tournament team. Others chosen were little Roger Bouchard (6-3) of Maine, Clyde Kimball of Austine and Rodney Reid of Kendall.

Scoring leaders in three games at the Eastern cagefest were Lewis Evans (77 points), Edward Beck (60), Roosevelt Cunningham (60), Robert Watts (58) and Monte Hoover (51). Tim O'Hea had 59 points in two games. Rebound pacesetters in three games were Cunningham



Despite its upset loss to the Tennessee Vikings in the championship game of the 15th Mason-Dixon deaf prep cagefest, this FIRST integrated squad representing the Florida School for the Deaf Dragons nevertheless was the "Team of the Year." The FSD five molded by Frank Slater had a highly successful season, winning 20 and losing only 3, copping the St. Johns River Conference title for the first time and also winning the district championship before bowing out in the finals of the regional high school tournament. Making up the team are (front row, left to right) . . . George Dorrough, George Pettigrew, Harold Green, Shannon McMahon and Herman Buckman. Back row, left to right . . . Johnny Samuels, Bobby Basehore, Joe Scura, James Fields, Edward Jeffords, Ernest Smith and Norris Keel.

(44), Watts (37) and Carl Cerniglia (32). And O'Hea grabbed 30 rebounds in two contests.

\* \* \*

Down south some schools have yet to be integrated, so the 11th annual Southern Negro deaf prep tournament took place at the Virginia State School for the Deaf at Hampton, March 10-11, 1967.

The Alabama Dragons repeated despite the loss of their two great performers, Roosevelt Cunningham and William Selan, from last year's squad.

Virginia lost its bid for a semifinal berth when it was outscored by 24-10 in the last quarter and was ousted by Georgia, 64-62, while Coach Billy Nelson's North Carolina quintet edged Louisiana, 71-67, with James Taylor scoring 36 points.

Then ASD Dragons dropped North Carolina in the semifinals, 96-67. Three seniors, Howard Wells, Charles Edwards and Sammie Hudson, paced the Alabama victory, with 27, 26 and 22 points respectively. In another semifinal contest, Mississippi led by 5-11 guard Charles Coward and 6-4 center Robey Morton walloped Georgia, 79-64. By losing to Alabama in the semis, North Carolina finally lost in this tournament for the first time in 11 years. It was champion four times but it did not participate in the other six meets. North Carolina, by the way defeated Georgia for third place, 90-73.

In the championship tilt Edwards scored 34 points as Alabama went wild to score a 101-70 victory over Mississippi. And this enabled the Dragons to enjoy another highly successful season by whipping 21 opponents while losing only five games. This pushed their records to 143 wins against 49 losses under the direction of Harlteen Stamps.

We are of the opinion that if that big boy named Tommy White had not left school, Fred Houghston's Alabama Silent Warriors could have walked away with the M-D deaf prep tournament and gone to the state meet. White would have been a junior this year, but he left school to work in a textile plant in Union, South Carolina. The Silent Warriors, by the way, played only 10 games, including three contests in the M-D cagefest, winning six and losing four.

Other schools having winning seasons were Texas (16-8), Tennessee (14-10), Fanwood (13-8), Rome (13-9), Indiana (12-9), Nebraska (10-8), St. Mary's (9-8), Mississippi Negro (14-7), Washington

(12-7) and American (15-5). West Virginia was 11-11.

\* \* \*

The Indiana Orioles defeated badly four school for the deaf clubs, but were upset by the Illinois Tigers by two points.

Results of other interschool for the deaf contests:

Wisconsin 72, St. John's 42  
Minnesota 52, Wisconsin 50 (O.T.)  
South Dakota 48, Minnesota 47  
Ohio 68, Western Penna. 42  
St. Rita 66, Ohio 62  
Kentucky 45, St. Rita 37  
Indiana 74, Wisconsin 41  
Indiana 80, Ohio 52  
Indiana 91, St. Rita 53  
Indiana 73, Kentucky 49  
ILLINOIS 49, Indiana 47  
Missouri 63, Kansas 47  
Nebraska 75, Kansas 64  
Nebraska 66, Iowa 45  
Nebraska 61, Iowa 46  
ILLINOIS 53, Missouri 40

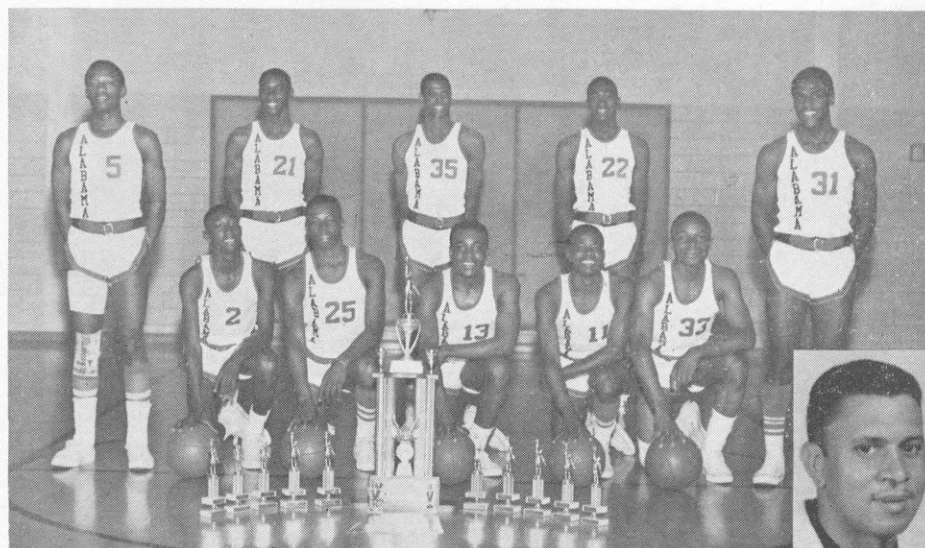
Rome 61, Rochester 50  
Maryland 44, Virginia 29  
New Jersey 46, Virginia 42  
Maryland 43, Kendall 39  
Maryland 53, Kendall 39  
WEST VIRGINIA 77, VIRGINIA 42

New Mexico 93, Oklahoma 54  
Colorado 69, New Mexico 57  
Riverside 82, Arizona 65  
Riverside 74, Berkeley 62  
Utah 73, Idaho 33  
Washington 62, Oregon 49  
Washington 50, Oregon 32  
ARKANSAS 103, Oklahoma 27

Horace Mann, a day school for the deaf located in Boston, Mass., does have a basketball team. It defeated Mystic twice, 44-37 and 60-57; split with Rhode Island, 66-65 and 43-47; beat Beverly, 60-47, but lost to Boston twice, 31-47 and 30-40.

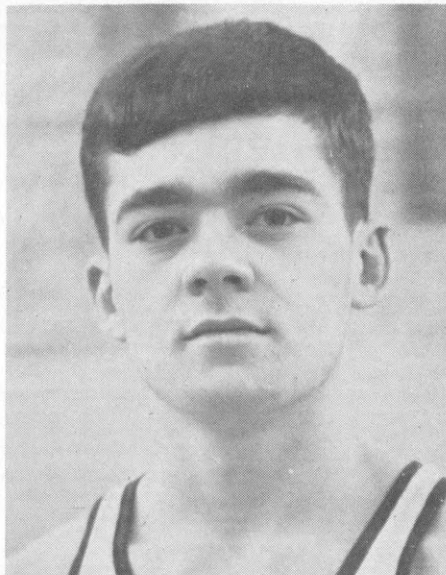
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In eighteen years of deaf prep All-American picking for THE DEAF AMER-



These tall and powerful Alabama School for the Negro Deaf Dragons posted a second straight sparkling season with 21 wins and 5 defeats and also repeated as titlists of the All-Negro deaf prep cagefest. The players, standing left to right, are Charles Edwards (5), Sammie Hudson (21), Charles Smith (35), William Adams (22) and Howard Wells (31). Kneeling—Joseph Richardson (2), Sammie London (25), George William (13), Bobbie Tate (11) and John Wooten (33). Insert is Coach Harlteen Stamps who to date has a record of 143 wins and 49 losses at ASD.





We like these two players . They are small, but MIGHTY MITES. They were guards, but terrific point producers. Left is Johnny Jones, a senior at Arkansas, who averaged 26.1 points per game. Only a sophomore, North Dakota's Timothy Frelich had a 23.9 per game average this year. Last year he averaged 22.7. Jones is 5 feet 6 inches tall, while Frelich is 1 inch shorter.

ICAN there has never been such an abundance of capable players to fight for the first team posts.

And selections for the second squad were just as tough.

It was a year of outstanding juniors and sophomores, especially Charles Mix, 6-3 stellar junior front court operator for the Indiana Orioles who made the All-City team, and that amazing little Timothy Frelich of North Dakota.

P.S. Here's a story which may interest you . . . When the Alabama School for the Negro Deaf Dragons pushed their score against Drew High School to a record breaking 153 one Tuesday evening in March, the win carried a \$100 prize donated by Curtis H. Rodgers of Talladega.

Rodgers, a 1934 graduate of the Alabama School for the Deaf and presently

a counselor for adult deaf and blind department, told the players before the game that his contribution depended on the score they racked up.

"I thought it would shake the boys up and they'd be shooting everywhere, but it didn't," Dragon Coach Harlteen Stamps said.

Rodgers' donation made it possible for the Dragons to attend the Deaf Prep Negro basketball tournament at Hampton, Va., March 10-11. The school provided transportation for the boys, but the team conducted its own drive for the expense money.

Rodgers called the first string together at the start of the game. If they scored 85 points, he would donate \$25 and if they scored 100 points he would contribute \$50. By the end of the third quarter, they had scored 104 and Rodgers

said for 125 points he'd give \$100. The Dragons finished with 153 and got their trip.

Despite his deafness, Rodgers has had a varied career since leaving ASD. He ended his second term as circuit clerk in Covington County in 1965, and before that was south Alabama correspondent for the Associated Press. He also worked for the American Institute of Public Opinion better known as the Gallup Poll. He also has been in real estate most of his life.

**COACH OF THE YEAR . . .** It has to be John Muir of the surprising Boston School for the Deaf Hawks.

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Gallaudet College  
Washington, D.C. 20002

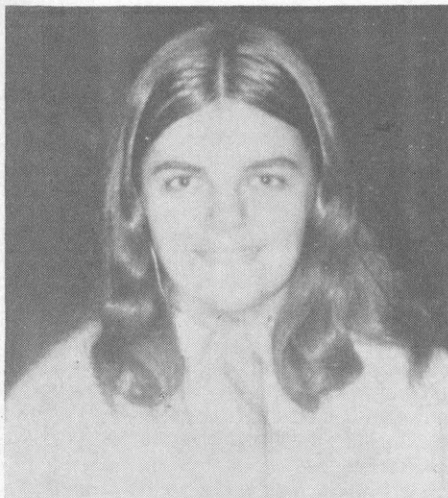
## Rome Chapter Hears Talk on Responsibility

At a recent meeting of the Rome Junior NAD chapter, Sergeant Frank Szmurlo of the Rome police department spoke on "Respect for the Law." Sergeant Szmurlo is a second cousin of Mrs. Regina Hajna, chapter co-sponsor.

Sgt. Szmurlo started his talk by saying, "I am especially pleased because I have a captive audience that I know will not talk back to me."

He continued by saying that "civilization began 6,000 years ago. People living then soon learned they had to have rules for their way of living and for their con-

Standing, left to right:  
Principal Henry Bjorlie  
(who interpreted); Mrs.  
Regina Hajna, Rome  
chapter co-sponsor; Sgt.  
Frank Szmurlo; Charlie  
McKinney, chapter co-  
sponsor.



Dolores Mercurio, secretary, Rome Junior NAD Chapter.

duct. One of the first problems they had was to protect themselves against people who would take advantage of them, but they eventually left this task to sheriffs, or constables, who were professionals in this type of work. The laws they enforced were the laws and ideas that had been used by civilization for thousands of years, and they were now being used in a way that everyone was being treated equally. These professionals today are better known as policemen, and through experience and education, they are better able to enforce these laws.

"We can make our civilization and our society more powerful if first we follow these laws in our home. If you steal a coat, you chip away a part of civilization. If you with others take advantage of a group or a club, you help a little more to drag civilization into another dark age. If you violate the rules of the

school, or the laws of the government, you are helping to break civilization down to the same level as it was in the beginning. It is your responsibility not to break down, but to add to our society. Some may be able to do more than others, but each one of us can add something.

"I have been a policeman for 26 years. Many times I have heard a mother say, 'If you don't behave yourself, I will call that policeman.' I was not the father of that child, and it was not my responsibility to scold or punish him. This is an example where the mother was too lazy to instruct the child properly, and instead, the child was taught fear, not respect, for the law: we know that much of crime begins this way . . .

"It is your duty to obey the laws that are in force, it is my duty to enforce them. If they are not right, do not change them only for yourself. There are ways to do this, and you will find that others will be thinking the same way. We all know that conditions require change, and experience will lead us in the proper way to make these changes. If you try to do it your own way, you break down everything that civilization has gained for you. This is the responsibility you owe to yourself, because **you** are society.

"Past civilizations have taught us many things. Our present society helps us to take advantage of them, and add to them."—Reported by Dolores Mercurio, secretary, Rome Chapter.



Named to the quarterback position on the Junior NAD All-American Football Team for 1966-67, is Ken Eurek. The Nebraska School youth is shown here receiving a handsome walnut plaque from Ed Carney, president of the American Athletic Association of the Deaf, who made the presentation in a ceremony befitting the occasion and typical of those that take place at all the schools which had a student on the team.

# The Junior NAD--Why?

(An address delivered at the New York School for the Deaf, White Plains, May 24, 1967)

By FRANK TURK

National Director, The Junior NAD

I wish to thank President Watts and his Junior NAD members for the privilege of speaking on this subject today. I have spoken before various groups, but today's assignment is the most pleasant, interesting and challenging of them all. I have before me the young people who will have much to do with the future of the deaf of America—the preservation of their birthright of independent living and their right to self-determinism.

I am not exactly speaking to you today; rather, I am trying to tell you a few things about ourselves—about you and me. We have something in common: our deafness. I want to pass on to you through your work in Junior NAD some of the "short cuts" that will help you reach your destinations of learning and becoming with fewer problems than I myself faced.

Before I do so, I would like to present, primarily for the adult audience, a brief history of Junior NAD for the sake of initial understanding of its aims and objectives. The idea was conceived in the philosophy that after-class situations are the greatest pragmatic aid to academic and total development of the deaf learner. A sympathetic adult, deaf or otherwise, is one who does everything possible in an informal setting to stimulate the mind of the deaf learner, igniting the flame that may help develop the power to perceive and to instill that intellectual curiosity so lacking in deaf learners. The deaf student's learning can never be successfully imparted through an academic medium alone. He can be given the best formal academic preparation, but the chances of his retaining it for any considerable period is questionable unless opportunities arise to put it to use in concrete situations. It is in the "bull sessions," in the informal adult-student conversations and, above all, in learning motivated by practical experiences that deaf children come fully alive to the fundamentals of education. When a deaf student has contact with sympathetic adults and has an opportunity to discuss with them the essential ideas and ways of life, ways of utilizing the learning process, this is the heart and soul of education as distinct from mere learning.

One important reason why informal adult-student contacts should be encouraged is that this often creates situations where adults can correct errors in the student's manual English as well as his oral and written English. This practice can become a conscious part of the student's everyday learning so as to compensate for the lack of unconscious exposure to correct rhetorical and grammatical experiences which is caused by his inability to hear.

The real problem of teaching the deaf is in providing motivation, which is central to all learning and the possibility of total development is more likely when the student is self-motivated. Therefore, the education of the deaf student should be a continuous and continual process in which all educational procedures emphasize student participation. As teachers, we should progressively reduce our roles as preceptors, concentrating more on organizing and conducting learning experiences that may be carried over to other areas of school work such as the vocational shop, athletic sites, dormitory and auditorium where learning may continue to weave. We should merely arrange the environment for learning and stimulate and guide the student's activities in that environment. A deaf student realizes that learning can be interesting when he is convinced that he can learn on his own.

Ideally, after-class situations should include periodical consultation with successful deaf adults, preferably but not necessarily the prelingually deafened, regarding the secrets of their achievements. This is one outstanding teaching aid. I consider it far more fruitful than the spending of vast sums for the advancement of research and academic intellectualism in an attempt to bring deaf pupils to the same level as hearing learners. Just as athletes ask super stars how they came to be that way; just as politicians ask President Johnson how they themselves may occupy the White House; or as English majors ask authors what it takes to be master writers, so should successful deaf adults be consulted about the secrets of their achievements. This is not stated in egotism; it is just my personal way of thanking those deaf adults whose unfailing patience and time-consuming efforts have helped to bring about my present level of success.

With all the above things firmly in mind, a group of conscientious deaf adults, headed by Mervin Garretson of Montana and Gallaudet College, Marvin Rood of West Virginia and the late G. Dewey Coates of Missouri, got together at the 1960 National Association of the Deaf convention in Dallas to lay the foundation of our present Junior NAD. The primary objective then as well as today was to stimulate national effort among educators of the deaf in bringing out the best that deaf young people are capable of performing—a collective effort towards their maximum total growth through involvement in motivation-conscious programs. More accurately, the Junior NAD is the melting pot of all schools in the national sharing of ideas that develop the deaf youth's self-directed learning and leadership through learning

motivated by practical experiences.

The Junior NAD is the property of your school. The NAD sanctions it, but your school directs it according to the immediate and particular needs of your total growth. The program is national only in the sharing of ideas and recognition through publication of the **Junior Deaf American** which is planned, written, edited and printed by students on rotating basis four times a year in November, January, March and May. We also have a full page exclusively for news about our chapter activities in the NAD's **DEAF AMERICAN**, the national magazine for all the deaf, written by sponsors on rotating basis.

The annual voluntary dues of fifty cents per member defray the printing costs of the **Junior Deaf American**, postage, membership pins and cards, chapter certificates and official Junior NAD stationery for chapter secretaries.

Our official awards for the present scholastic year, all in form of plaques donated on a rotating basis are:

JDA All-American football team (11 players)

Thomas C. Lewellyn Award (outstanding lineman)

Frederick Neesam Award (outstanding back)

JDA All-American basketball team (five players)

Anthony L. Panella Award (outstanding basketball player)

JDA All-American track and field team (13 athletes)

S. Robey Burns Award (outstanding track man)

Edwin Booth Chapter Service Award

Byron B. Burnes Leadership Award

Robert Greenman Creative Writing Award

David Peikoff Athlete-Scholar Award

Art Kruger Athlete-of-the-Year Award

The Junior NAD program is open to all schools—right now and always. It is not necessary to have a Junior NAD chapter in order to participate in the activities or to be eligible for any of the above-mentioned awards. We are not clannish in any way, and we do not want it ever said that we are; we just cannot afford to be, for our chief business is that of getting all the deaf young people, wherever they are, motivated to do better and better in the scheme of things.

Our most popular and coveted award is the Greenman Creative Writing Award for excellence in expressive writing. A pleasant surprise, this year's contest has attracted over 100 entries. The award serves to motivate the students to write, write and write until it hopefully becomes a habit. Cash prizes of \$25, \$15 and \$10 accompany the first, second and third places, respectively, compliments of the NAD.

Some of the other basic concepts that justify the existence of the Junior NAD as a necessary and useful organization are explained herewith. **Paternalism**—The Junior NAD fights paternalism because it deprives the deaf individual of



his motivation to do things for himself and develop his own character and independence.

When I was your age, I wondered why it was so difficult to realize my aspirations. Many skills seemed to be above and beyond my ability to acquire them. I especially wanted to have a good command of the English language and to be an identity with something special to offer.

I know now why it was so difficult and today I want to tell you why: I lacked **self-discipline**. You probably are more familiar with the term, self-improvement, which is often used in the place of self-discipline. Both terms mean hard work on ourselves by ourselves over a period of many years. When you have self-discipline, you are master of yourself—you control your temper, your thoughts, your actions—you are a king ruling the most difficult kingdom in the world—yourself.

Self-discipline is an old American tradition. It goes back to the very beginnings of the American colonies, for self-improvement was one of the prime motives of the early settlers. The Virginia colonists were seekers of fortune. The Puritans sought improved religious life. The New World was, for succeeding generations of settlers and immigrants, the land of opportunity, the place in which to seek a better life than they had known in Europe.

Strange as it seems, a typical deaf person develops self-discipline much later than an average hearing person. He seems to think that if he waits long enough, someone will confer upon him a full-grown attitude of self-discipline without his having to earn it. This is a habit that he develops in school by utilizing the so-called "privileges" created out of sympathy for his deafness. I was such a person and I did not realize then that in so doing, I was actually being stunted by the potentially worst enemy of my life—my own deafness. Deafness in itself it not a handicap but the fact that we make it a means of shirking our responsibilities makes it so. Conversely, when we fight it—when we have self-discipline—our deafness can become our most influential source of success and satisfaction in a job well done.

You are now in your late adolescence, a golden stage of life, a period of exploration. Adolescence means, literally, growing up, becoming an adult. It is the process of trying out various modes of adult behavior and of ascertaining which of those are most consistent with your "self." You must **personally** explore, for this is the only sensible way of knowing yourself and of establishing your self-identity. You must **personally** seek the opportunities to develop mature work habits. You are the best builder of your adult structure, second to none.

In home or school, you are automatically a group member. The attitude is typically that one should help; sympathetic cooperation is the ideal, helpful-

ness is the practice. You can interpret things to suit yourself. In the adult world, no one claims you. With no support or aid, you are alone, with no excuses. You are responsible for everything you do. Cooperation exists, of course, but it is the exception, rather than the rule. You want to rebel, but you do not know what to rebel against, for self and society are abstractions with which you are not familiar—and so you will probably flounder. Being alone in the world and being entirely accountable for what you are and for what you do is a responsibility that requires years to develop—with adult guidance during your formative years and self-discipline then and later.

An average deaf person spends 12 years in school and some 50 years in the adult world. Adequate and genuine help is offered only during these 12 years. This time to develop self-discipline is when you are in school. Your teachers and successful deaf adults have the greatest understanding of why you are what you are, what you have been able to do, and what you may be able to do. No one else is going to really understand you this much until a great length of time has passed. Their complete commitment has been and will always be "to the deaf of the Fanwood School for the Deaf." They have a great desire to help you. They have to an uncommon degree the understanding of what is good for you, what you want and need.

It is well to remind you that their services are offered gratis. Perhaps you would rather pay someone so much money to learn how to do better at something. When you pay for something, you do not necessarily get the best results. We do not want you to make the same mistake which a New York lawyer made a few years ago. He had a long illness. He visited many doctors within and without his area to no avail. He flew to Europe and returned with the same results. Penniless, he met his former teacher on a street and he was advised to try the Mayo Clinic in Rochester, Minnesota. The lawyer made the trip to Minnesota on a loan. The doctor examined him and located the trouble at last. He was given a prescription slip and he tried it for a week. He almost immediately regained his health. His prescription read: "Drink eight glasses of water daily." Drinking water is everywhere, free of charge.

Another real-life story is worth mentioning here, a story stressing the importance of asking questions while in school, questions regarding word meanings, for example. A few years ago a man was standing on a corner in New York City, his head upturned slightly toward the Empire State Building. A pedestrian came by and, seeing the man looking up, he stopped and also looked up to see what was going on. Another pedestrian did the same and before long, the intersection was packed with curious people expecting a suicide try or something. A riot ensued—police cars, ambu-

lances and fire engines roared to the scene. The building was going to be bombed, rumor had it, and so the elevators were ordered out of operation and the whole building cleared. After trying everything humanly possible to locate the "trouble," the authorities concluded that there was nothing wrong. An investigation discovered that the man standing on the corner was the core of it all; that if the first pedestrian had gone to the trouble of asking what he was looking at, the whole situation would not have happened—the man was blind. If you do not ask questions today, you may end up in a "riot" of unpleasant experiences—a "riot" of words you do not know, for example, a riot which will be never-ending.

If you are much the same as I was at your age, your main problem is self-discipline. You are foolish if you try to place the blame for your shortcomings elsewhere. You must remember that you are in school to learn and that your teachers cannot teach unless you want to learn. At the University of Maryland where I am doing graduate work, I get little benefit from the professor's lectures. Expert lipreading would be no solution for the professor speaks away from the audience, walks back and forth, talks to the floor, out of the window or to the blackboard. I merely sit through the class attacking my books and gathering what little information I can from others' notes. Notetaking is not much, really, for the students normally use "memory crutch" words, words that only they can expand into ideas later on, the few words that represent many thoughts. These conditions notwithstanding, I manage to produce grades that I never could attain in school under the most favorable conditions such as the teachers' use of the language of signs, for example. This is not stated in egotism—this is just my way of trying to convince you that any deaf person's level of attainment, be it academic or industrial, is, more often than not, basically the result of his self-discipline.

**Job Preparedness**—The Junior NAD has many possibilities for development of self-sufficiency so necessary for gainful employment. A realistic program of role-playing situations, for example, can be arranged to attack such common stumbling blocks as the interview, the application form, the misunderstanding of test directions, that often prevent the otherwise adequate deaf applicant from getting a job.

One glaring fault of deaf applicants in their quest for employment is their tendency to bring hearing relatives or friends as advisors or interpreters. They should be made to realize that by doing this, they are putting their self-sufficiency in question. They need to understand the importance of the "self-sufficiency image" when seeking employment. This is especially important for technological advances have drastically reduced the number of jobs normally available for deaf youths.

**Influence of Reading**—Through heavy emphasis on awards for writing and distribution of two official national publications of, by, and for all deaf youths (the JDA and the JDA Literary Issue, which will be printed in October by the NJSD) the Junior NAD strives to elevate the overall level of interest in reading among deaf youths. Stress is always placed on the fact that two kinds of experiences formulate our character—living and reading experiences. The latter experiences are referred to as books, magazines and papers which tool ideas and attitudes into our characters. Reading is one essential compensation for what the deaf lack in actual living experiences.

They must realize that when a person authors a book, he is, in effect, putting into visible form, for the economy of our personal advancement, his thoughts derived from many years of experience from which we may gather ideas to accelerate our own mental age. Our thinking is not bound by our chronological age. Any deaf person, if he will develop a passion for reading, can compete with his hearing contemporaries on equal terms.

**Leadership**—The quickest way to become a cultured and refined deaf person is to participate actively in your Junior NAD leadership activities. What is leadership? It may be interpreted in many ways. Our Junior NAD definition for it is the art of utilizing human potential—the art of convincing youths that they have potentialities far beyond their imagination that can be trained for productive use. One great handicap of deaf youths is their inclination to underestimate their abilities—their tendency to sell themselves short. The causes of this may be interpreted as: (1) their failure to recognize their high potential as human beings; (2) their erratic use of their abilities.

The main essences of leadership are our love to make things better and to develop a better public image of the deaf. A real leader is, ideally, one who makes more leaders; one who performs without having been assigned to perform. He does not care whose job it is to perform a task nor who gets the credit so long as it is performed for the sake of making things better. He shuns publicity or praise unless they have inspirational values. He shuns publicity because he looks at it as a possible sedative against attainment of his maximum potential. He does not seek excuses for his failures because he knows that success is measured in terms of performance alone, not by what he would have done but for this and that. He does not tell you how hard it was to do the job or about the obstacles that had to be overcome. History never measures handicaps. It counts only one thing—performance.

Terry Dykstra, a junior at the New Mexico School for the Deaf, wrote in the January issue of the JDA that the leader is essentially one who has "the ability to put other people before himself"; leadership is doing things for people. It is not related to office-holding. "None of

us must ever forget that we are servants of the people," President Johnson has said.

George Washington built the foundation of our present society with a lot of sacrifice, even though he knew that he would not live to enjoy the benefits our nation would provide after it matured.

Thomas Jefferson, the father of our democracy, changed old laws for our welfare at the expense of his prospective wealth. One notable change was the law by which the eldest son inherited everything. Jefferson himself was the oldest son.

To these great men and many others, we owe the freedom that we enjoy today. We did not earn it. It is the gift of our heritage.

**Self-Leadership**—Why do people want to be leaders? They become leaders mostly to realize their potential. Success thrives on pressure. Only rare deaf individuals can perform anywhere near their capacity unless they are under some outside pressure. Self-leadership, therefore, is the first rule of success. Self-leadership? This refers to forceful exploration and exploitation of your potentialities. A self-leader is one who on his own initiative reaches out for an opportunity to do good; one who shapes his environment to push him in the direction he wants to go. We can control our environment. We can, to some extent, pick our own standards with their corresponding pressures. We must accept this pressure as our compensation for the absence of sound experiences.

In the frontier days a man could prove his dominance by being the best man with a gun or with his fists. In our day, he must be best with his head. This does not mean smartest, or most highly trained but rather best disciplined in understanding the needs and interests of the group and especially in the desire to fulfill those needs.

Self-imposed pressures are largely responsible for the boxing greatness of Cassius Clay. This greatness surprises even Clay himself. The source of his pressure, of course, is his big mouth. He has the habit of telling the public how great a fighter he is, how he would finish Chivalo in round eight, Patterson in two, and both London and Terrel in the same round on the same day. His statements invited enormous publicity to which I would attribute his conscientious training program that could not help but develop him into a fighter beyond his own imaginings. Big things are often done by people whose only qualification is willingness.

One effective way to develop a good command of the English language is to become a leader of your Junior NAD or student government organization. The members are always anxious to serve the cause, not the leader. This definitely calls for clear thinking on the part of the leader. Definition of the goals requires clear thinking, in turn, calls for the habit of writing down your thoughts.

This procedure encourages clarification and expansion of your thought processes. The leader must understand the relationship between organization and written plans. He must be able to think clearly and write his thoughts as they concern his leadership responsibilities. A common interest and understanding among group members are essential to success in group activities. This cannot be attained with any kind of permanence unless it is written. I have found this to be true either in leading a group or in directing my life in at least five ways: (1) the written word can be much more easily communicated to others; (2) writing a thought is a great aid to remembering it; (3) writing a thought helps us to see its inconsistencies (if it is awkward, this becomes more obvious); (4) if we see a thought in writing and compare it with others, we can much more easily evaluate its importance; and (5) the process of writing and clarifying our thinking helps us expand the thought and develop new ideas. Thus, there are unlimited ways in which the "writing it down" habit can greatly increase your effectiveness as a leader as well as an individual.

Clear thinking and communication are the two special reasons why I decided to assume the responsibility as the national director of the Junior NAD. I must have a good command of the English language because this is the basis for my success as the Dean of Preparatory Men at Gallaudet College in particular and my contributions to the deaf world in general.

I hope that I have given you some ideas on how to develop into complete deaf citizens, which is the aim of every thinking person, the Junior NAD way. God bless you all.

(Any questions? I shall be glad to answer them.)

## SALE

**WIRELESS BABY CRY SIGNAL** .....\$52.00  
 Transmitter in baby's bedroom; receiver in parents' bedroom or any room; no extension cord.

**WIRELESS DOOR BELL SIGNALS**  
**AUTOMATIC FLASH LIGHT SIGNAL**  
 Transmitter from door bell .....\$22.00  
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 One signal from one or two door bells.

**AUTOMATIC STEADY AND FLASH LIGHT SIGNALS**  
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 Two signals from two door bells. Both turn off lights average of 15 seconds. No installation wiring except from door bells.

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 Very sensitive: Gray aluminum case is included, switch-volume control, microphone, pilot light, fuse and one receptacle for light and buzzer.

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 One signal from one or two door bells.

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**Heller's Instrument Works**  
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## Answers to Parliamentary Procedure

(See page 20)

1. Since the objection was made **after** debate started, it is legal. If the objection had been made **before** debate had started, it would require a  $\frac{2}{3}$  vote to sustain the objection.

2. Yes, but in **most** organizations it would be considered as in **very poor taste**. It is out of order to arraign the motives of a member. It is usually best to confine remarks concerning a candidate to speak in favor of the candidate one favors.

3. Usually, a member whose dues are in arrears is still in good standing. If not in "good standing," he is subject to action by the organization, e.g., he may be dropped from membership for failure to pay his dues. The bylaws should clearly define the procedures whereby a person is removed from membership. In many organizations dues are not collected until after the new membership year has begun, when every member is technically in arrears.

4. No. A budget is just a tentative allocation of funds based upon the needs for an organization what it hopes it will be able to spend. Otherwise the club could very easily and quickly overdraw its bank account. Parliamentary law books have nothing to say on this subject. It is merely a matter of good business policies.

5. A standing committee is appointed to serve during the life of the session, or for the stated time, as a year. A special committee is appointed for a special purpose or task and exists until the purpose is accomplished.

6. The bylaws should name the officers or other members who are to serve as the board members.

7. No. He should withdraw when any business concerning himself is under discussion, but in case he remains by the assembly's indulgence, he should not vote.

8. Only once, but the Chair may speak twice. First, when he states the reason for making the ruling, and last, at the close of debate in answering to argument against his decision.

9. No. A member of the nominating committee can vote, the same as any other member.

10. To the rules of order or standing rules, **not** to the constitution or bylaws unless they contain a provision to that effect. For instance, when a member moves to "suspend the rules" he proposes that the particular standing rule blocking the desired action be suspended temporarily. This requires a majority vote without debate. If rules of order, it requires a  $\frac{2}{3}$  vote without debate, in either case for the **current** meeting only.

More than 277,000 pedestrians were injured in traffic accidents in 1966, says The Travelers Insurance Companies. Of this toll, approximately 69,000 were injured while crossing between intersections.

# NATIONAL FRATERNAL SOCIETY of the DEAF

Proudly Presents

## The Fast Rising Pantomimist HOWARD PALMER

*July 19, 1967*

Statler-Hilton Hotel, New York City

- "Howard Palmer is definitely professional calibre as a pantomimist. His portrayal of emotions, expressions, thoughts is very vivid and obviously contagious among his audiences."—Don Pettingill, Director of Counseling Services for the Deaf in Texas and Board Member of NAD.
- "Howard Palmer inspired roars of laughter without telling a joke . . ."—Rose Ellen Osborne, The Kansas City Star.
- "Last night Howard Palmer amazed a delighted audience with his verve and versatility as he performed act after act with professional aplomb."—Editor James Keith, The Utica Advertiser.
- "Howard Palmer's performance in Louisiana was very good, I thought . . . He signs quite a bit in his performance whereas the true mime conveys his message via body movements or facial expressions . . ."—Rex Lowman, Chairman of the Economics Department at Gallaudet College.
- "A pantomimist that I see in Howard Palmer is, as a rule, a born actor . . . he has risen to great heights to become a master in getting the audience to sense his thoughts and feelings in a true pantomimic style."—Max Mossel, mathematics teacher, Missouri School for the Deaf.
- ". . . Howard is sharp as a pantomimist a-la-satire . . ."—Editor Allan Bubeck, The Deaf Texan magazine.
- "Howard Palmer is a born actor and pantomimist . . . He has been well accepted in public programs in Mississippi . . ."—Dr. Robert Brown, Superintendent of Mississippi School for the Deaf.
- ". . . Howard can make one enjoy being out in an audience—he seems to carry you right along with him, and that is really something . . . I think his star will rise high within a very short time."—Dr. W. T. Griffing, Oklahoma.



# Humor

## AMONG THE DEAF

By Toivo Lindholm

4816 Beatty Drive, Riverside, California 92506

### A DICTIONARY OF IRIOMS FOR THE DEAF

American School for the Deaf

Dr. Maxine Tull Boatner, project director, and her group of co-workers did a prodigious task in writing "a Dictionary of Idioms for the Deaf." They started on Dr. J. L. Smith's "English Phrases and Idioms" (1916), but found it gave no definitions at all, just examples. Dr. Edmund B. Boatner, superintendent of the American School for the Deaf, West Hartford, Connecticut, who launched this project, cautions us to remember that this is no discredit to the late Dr. Smith (of the Minnesota School), that he was a very great man to have accomplished so much with his book, singlehanded, even when he was teaching, whereas the American School doing the new book had facilities, funds and staff. So with the new book Mrs. Boatner and staff actually started from scratch and worked on each and every item—to the tune of 364 7x9½-inch pages and over 4000 idioms and phrases and giving definitions and examples. All up to date, since, you know, language changes and new idioms and phrases crop up all the time.

Anyone interested in procuring a copy may write to the American School for the Deaf, attention of Mrs. Beyer, 139 North Main Street, West Hartford, Connecticut 06107. Price: \$2.50 per copy.

Lurking in each of the hundreds of idioms and phrases is a story, or rather a clever turn of the phrase that tickles and intrigues one. The following is taken at random:

"Don't look a gift horse in the mouth." "Cart before horse." "Fish or cut bait." "Play cat and mouse with." "Read the riot act." "Bats in one's belfry." "Turn a deaf ear to." "Blind leading blind." "Crocodile tears." "Cast pearls before swine."

Or something more intriguing, uncommon:

"Go off half-cocked." "Hear the beat of." "Gopher ball." "Joe Doakes." "On the Q.T." "Hoist by one's own petard." "As sixes and sevens." "Carrot and stick."

The following was taken from the Foreword to the book:

Teachers are prone to treasure classic examples of their pupils' expressions and sayings. Teachers of the deaf are no exception, and some of these have crept into the literature on the deaf. In the early days of the American School at Hartford there were many visitors, both local and foreign. One elderly gentleman wanted to test a class of deaf pupils on religious instruction. He wrote on a

slate, "What is the chief end of man?" A bright boy, after studying the question for some time, rushed to the slate with a confident look and wrote, "I am not sure but I think it must be his head."

Another boy in more recent years was scouring his neighborhood for summer work. He knocked on doors and showed a note to each housewife as the door opened. "Will you please give me the works?" the note said, and he wondered why each lady laughed and closed her door. Finally, one more understanding lady pursued the pencil and pad conversation and learned that the lad wanted a job.

Dr. Boatner kindly sent me an anecdote that Mrs. Boatner told him years ago:

A very bright boy in her class once wrote that his pen was very "smart." When she read it, she told him that pens could not be smart, thinking of course in terms of intelligence. This baffled him and he produced a newspaper advertisement showing certain ladies shoes designated as being "smart." He asked her, "If a shoe can be smart, why can't a pen be smart?" This just goes to show that the English language is the darndest thing and that the best way to get it is by having it flow through your ears until you are saturated with the usage.

\* \* \*

The expression "dialogue of the deaf" is suddenly common. Fact is, it's turned up twice the same day (May 7, 1967) in two different papers, by two different writers obviously, on two different subjects in different locales.

In the Los Angeles **Herald-Examiner** in the "Newscope" column (no byline) describing Ho Chi Minh caught in a Sino-Russian bind was the following paragraph:

"The Vietnamese look blank. When it comes their turn to speak, they praise the Chinese for their aid, thank the Russians for all they have done. It is a dialogue of deaf-mutes which everyone understands." The same column says Ho speaks eight languages—and one of them is silence.

In the **Riverside Press-Enterprise**, Howard K. Smith, in a syndicated column, wrote:

"The new burst of argument over Vietnam, sprung by the speeches of Senator McGovern and General Westmoreland, illustrates a sad point. The debate has turned into a dialogue of the deaf. Neither side is listening. Emotion has diverted argument down tangential and irrelevant paths."

As seems from the two examples, the expression is positive, perhaps, on one hand, and negative on the other.

Dr. Irving S. Fusfeld sent this one:  
ONCE IS ENOUGH

I had just finished examining and treating an elderly deaf patient in her home. As I got ready to leave, she asked in a loud voice, "How much, Doctor?" When I said, "Eight dollars," she bellowed: "Eh? How much?" At that point I remembered I'd injected penicillin, so I corrected my fee and replied, "Ten dollars." Came the prompt response: "I heard you the first time."—Marvin L. Thompson, M.D., in *Medical Economics*

This one came with a query:

A woman saw a picture of the new Boeing 747 plane that will carry 490 passengers. You'll never get me on one of those," she said. "I refuse to fly in a plane larger than the college I went to."—Verne J. Riordan in the **Reader's Digest**.

Queried Mrs. Roy Holcomb of Indianapolis: "Gallaudet College?"

## Gallaudet College Confers Five Honorary Degrees

Gallaudet College conferred honorary degrees to five distinguished people, including three of its deaf graduates, at the college's 103rd Commencement on June 12.

Mr. Joseph George Demeza, superintendent of the Ontario School for the Deaf in Belleville, Ontario, Canada, and Mr. Virgil Wood Epperson, superintendent of the Washington School for the Deaf in Vancouver, received Doctor of Letters degrees. Mr. Demeza was the commencement speaker.

The Gallaudet graduates who received honorary degrees were Mrs. Regina Olson Hughes, botanical illustrator for the Agriculture Research Service of the U.S. Department of Agriculture in Beltsville, Md.; Mr. James Nestor Orman, principal of the Illinois School for the Deaf in Jacksonville; and the Rev. Canon William Maurice Lange, Jr., Episcopal Missionary to the Deaf from Syracuse, N. Y. Mrs. Hughes and Mr. Orman received Doctor of Humane Letters degrees. Rev. Lange, who delivered the baccalaureate sermon on June 12, was awarded the Doctor of Divinity degree.

Also awarded at the 103rd commencement were 90 bachelors and 22 masters degrees.

## Church Directory

The oldest church for the deaf in the United States

**ST. ANN'S CHURCH FOR THE DEAF**  
Episcopal

426 West End Ave. near 80th St.  
Services 11:30 a.m. every Sunday

The Rev. Eric J. Whiting, Vicar  
Mail Address: 251 W. 80th St.  
New York, N. Y. 10024



# NATIONAL ASSOCIATION of the DEAF

Robert G. Sanderson, President

Frederick C. Schreiber, Executive Secy.

Mervin D. Garretson, Secy.-Treas.



## HOME OFFICE NOTES

By Frederick C. Schreiber

This month has brought about considerable changes and problems. First we lost our clerk-typist, Lillie Payne. Mrs. Payne left us to move to West Virginia and we have been operating without her services since the middle of May. It is hoped that we'll be able to hire two temporary workers for the summer in accordance with the Federal Campaign to Hire a Student for the Summer.

Work also was stepped up on the Las Vegas convention planning. The Executive Secretary doubles in brass as convention chairman with most of the work falling on the capable shoulders of Ned Wheeler of Utah who is assistant chairman. Mr. Wheeler's trip to Las Vegas and subsequent report triggered a new round of directives so that each committee chairman will report monthly hereafter. Present arrangements call for a very elaborate arrangement. The program editor and our printing chairman, Eugene Petersen and Bob Welsh, respectively, are planning for a program that will include color printing. Tentative plans include a variety of attractions which lead one to wonder if conventioners will have time to sleep.

May also brought from our accountant our annual financial report. This is printed elsewhere, but it is interesting to compare our actual income with that budgeted. Our approved budget called for \$79,010.00 for two years or an average of \$39,505.00, while actual costs to the NAD were \$40,955.75. On the income side we did better than budgeted for contributions, fell down badly on affiliations, did better on Advancing Memberships, came close on state quotas, close on dividends and interest, good on publications, very good on Captioned Films, poor on services rendered although this was largely due to unfinished contracts that were not billed for. Convention receipts also exceeded our estimated figure.

Officers' salaries were down, reflecting the change to an Executive Secretary. Clerical salaries were higher, travel lower, postage much higher, telephone and telegrams exceeded the whole two-year budget, so did office supplies, convention expenses and advertising. All these are a direct result of increased activity in the NAD.

THE DEAF AMERICAN on the other  
JUNE, 1967

hand came out very close to its budgeted figures at least in the expense department where it counts the most. Its expenditure of \$16,059.00 is only \$200 short of the projected figure while its income has increased considerably.

Thus we have one year behind us, a successful year, and the only thing that appears needed is a stronger affiliation drive. There are at least 300 clubs for the deaf in this country. We need their support and will have to make every effort to get it. Affiliation does not involve any responsibility under our by-laws. It is mainly an indication of moral support. The affiliation fee is only \$10 per year, which most organizations can afford and it would help if our individual readers would ask their clubs to affiliate with us and show that they are with us in our efforts.

**Grants and Contracts:** Our work in connection with Civil Defense is almost completed. Due to some difficulties, we had to ask for a time extension and expect to submit our final report to the Department of Defense at the end of June.

Word has just come in that our application for support of the office of the Registry of Interpreters for the Deaf has been approved. This in turn will require the acquisition of additional office space and we are fortunate that the suite of offices adjoining our present quarters is available. However, this new space will mean that there will be modifications made both there and with our present quarters. Alterations will probably start in mid-June for July first occupancy.

The National Sign Language proposal is now in its final stages of preparation. It is hoped that this will be approved also in a short time, perhaps by July first and, if this is approved, will necessitate still more space for our staff.

The Executive Secretary and Mervin D. Garretson, Secretary-Treasurer, met with Dr. Boyce Williams and Deno Reed of the Vocational Rehabilitation Administration on this on May 19. Mr. Garretson is charged with drafting our application. Another meeting was scheduled for May

31, which enabled us to have our final draft ready for submission June 1.

The RID grant will increase our staff by three more people, making a total of six full-time employees.

Our Captioned Films Contract is nearing its end. At the end of April we had completed almost 5/6ths of the job and expect that we will be finished by June 30. At that time we will seek a new contract for fiscal 1967.

**Printing Projects:** Work has been underway for some time to update and modernize the NAD collection of pamphlets and other educational material. Thanks to the generous donation by Mr. Walter Krohngold, we have reprinted two pamphlets already. We are seeking professional help to design a cover for us which we hope will be used on all our material. In the future our pamphlets and brochures will be instantly recognizable. We shall also seek to have our material updated by the original authors before having it printed. Since we have considerable material in mimeographed form now, when we are through we shall have a very respectable collection of material.

**Visitors:** The Home Office plays host to an increasing number of visitors each month to the extent that we find it difficult to keep track of them all. However, one interesting visitor this month was Mr. E. Reynolds who is director of the Australian Deaf and Dumb Association. Mr. Reynolds honored our office with two visits and we were pleased to be able to give him a considerable quantity of material for use by his association.

**Home Office Building:** Investigation into the future NAD Home Office continues. In an effort to explore all possibilities, estimates were sought from several sources on the cost of constructing such a building. First estimate puts the cost at \$395,000, exclusive of the land. Current inquiries involve financing with an eye toward trying to determine the maximum amount that might be available to us with our present capital and then trying to find out what sort of edifice we might get for this sum.

Since it is not possible, under our by-laws, to make any positive moves in this direction, all activity is aimed at providing our members with detailed information so that they will be fully aware of all alternatives when the matter goes before the convention in 1968. Albert Hlibok of New York and Hilbert and LeRoy Dunning of Ohio are assisting in exploring the construction phase.

**Legal Fund:** The legal fund for the Christensen case has topped \$2,300. However, this is not enough for our purposes

### Correction

The Order of the Georges listing in the May issue of THE DEAF AMERICAN contained some errors, one of which was the omission of Mr. Thomas W. Osborne of Florida as a Patron.

A new list will be printed in the September issue. In the meantime, the NAD Home Office will appreciate its attention being called to other errors which may have appeared in the May roll of the Georges.

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and it is hoped that additional funds will be coming in. Current status is that we won at least this round of the case. The Appellate Court ruled that Judge Scott's decision was biased. According to the **Los Angeles Times** there is a possibility that Judge Scott will appeal the ruling. Additional funds are for this eventuality and to help defray the legal costs of all parties involved. The NAD slogan—"The Child You Save May Be Your Own"—still applies since the response of the deaf to attempts to undermine their privileges as citizens will serve notice to others who might wish to do the same. In other words, if the public sees that the deaf will fight for what is theirs, they will think twice before trying it again.

The actual decision of the Appellate Court is now on hand and according to this unanimous opinion, we also achieved our own objective which was to protest the ruling as being in violation of our constitutional rights. The Appellate Justices concurred which will be a valuable decision in the future. Thus, all that remains is to collect enough money to insure that the Christensens will not have to do all the sacrificing. While it is true that they wanted the child, their determination has given all deaf people some valuable legal protection against discrimination for which we should all be grateful.

This summer promises to be a hectic one for the Executive Secretary. Currently on his calendar are a trip to Georgia for consultation with the Georgia Association of the Deaf the weekend of June 3. June 18 marks the Gallaudet College Alumni Association Reunion which runs concurrently with the Oral Conference in New York; followed by the Convention of the American Instructors of the Deaf in West Hartford. July brings the International Catholic Deaf Association's convention in Montreal, followed by the National Fraternal Society of the Deaf in New York. At the same time, NAD representatives will appear in various areas. President Sanderson at Wisconsin and Washington State; Second Vice President Gordon Allen at Montana; Frank Turk goes to Florida; Ways and Means Chairman Robert Lankenau to a fund raiser's convention in New York; First Vice President Jess Smith, Secretary-Treasurer Mervin Garretson and Board Member Sam Block are scheduled to attend the Congress of the World Federation of the Deaf in Warsaw. Mr. Garretson will also represent the NAD in Alabama the first week of June. While this is about all that has been settled, several other states requested that we send representatives and these are being processed now.

## What We Can Do to Improve Communication To Facilitate Rehabilitation

(Talk given at Community Resources Workshop, University of Arizona, 1967)

By Robert G. Sanderson

### I. Perspectives

One of the great thrills of my life came when I received an invitation to this workshop. Here, at last, I thought, is the positive evidence that the hearing community is becoming aware of deaf people and their problems. Something was about to be done at the community level, **at the grass roots level**, not merely at the far away national level where everybody knows, but nobody does.

This thrill was quickly followed by a monumental **chill** when I realized that somebody had selected me for a big job, a job for which perhaps many others among you might be better qualified than I.

\* \* \*

I have worked for some years now with, for, and among deaf people. I would like to share with you some of the impressions I have gathered. Of course, I do not claim that my viewpoints are the "right" ones, nor necessarily the only workable ones; they merely are those that I have received as related to my own position in time and space. Another viewer might receive an entirely different impression of the same event; and if that other person happened to have normal hearing, the divergence of views probably would be considerable. Sound and sight deliver meaningful impressions—much more so than the sight alone on which the deaf person must depend. Thus a hearing person and a deaf person, observing the same event might easily reach completely different conclusions as to its meaning to themselves. It took me quite a while to learn that; and when I finally **realized it**, my philosophy of life and my relationship to society and the so-called "hearing world" began to change. I am still in the process of changing. There is so much I do not know, so much I want to learn . . . and so little time. I guess, then, the most I can say of my efforts is that "I'll do the best I can in the time I have."

Improving communication . . . what does it mean? In the sense of this workshop I take it to mean that we wish to explore ways and means of getting deaf people — **leaders** — together with hearing people — **leaders** — and rubbing them together vigorously in the hope that the resultant friction will generate some mutual understanding. From that understanding we hope that the hearing community will become more tolerant and acceptant of deaf people as they are, and more aware of the serious problems they face; we also hope that deaf people will achieve a better understanding of themselves in relation to hearing society,

and further understand that they will have to make strong and persistent efforts to break out of their cultural isolation. Deaf people must meet hearing people at least half way and try to forget the many years of frustration and rejection.

### II. Some Sociological Aspects of Community Interrelations

What is leadership among deaf people? How do we define it?

We know that many efforts have been made to analyze the stuff of which leaders are made, and we also know that people do not fit principles very well. Leaders develop helter skelter, born of circumstance, opportunity and coincidence. It is quite impossible to say which given set of circumstances will develop leaders, nor what kind of leaders. However, we can make a few generalizations for the sake of further discussion since we do need to know what type of leader the deaf person of the community is apt to be and a little of the background training he probably received.

The competent deaf leader very likely will be one who has developed skill at handling people within the organizations to which he belongs. These may be state associations of the deaf, local clubs of the deaf or even church groups. In learning these skills he probably began by accepting some position within the organization and by his competence in doing the job so entrusted to him, and by his vocality, achieved recognition. Also education, of course, has played a certain part; competence is related to level of education (again, Caution!—leadership is unpredictable stuff). Increased education generally is followed by increased ability to handle the basic tool of leadership, i.e., our language.

But here the problems confronted by deaf leaders in dealing with language affects our discussion. Advanced education, such as a college degree, does not **guarantee** that the deaf person will have language competence in dealing with hearing people, although he may be a master at communicating with other deaf people. Many deaf people develop into leaders at local, state and national levels utterly without benefit of a college degree. Such people seem to share one common trait, it seems to me: that of being able to express themselves with facility in the language of signs, in writing, in speech or in a combination of two or more.

The major leaders are those who also have ideas.

We could go on for quite some time, and develop many fascinating generalizations on why some deaf people develop into leaders and others, equally intelligent



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and adept, do not; but it is not my purpose here to do so. Rather I merely wished to give you a broad picture of the complexity of leadership development and touch lightly upon some peculiarities of deaf leadership. In summary: Among our deaf leaders we may find those who are from athletic clubs of the deaf. Their own strong inclinations toward sports led them there. We may also find the sometimes more serious-minded person who has been through many years of struggle with a state association of the deaf. He is apt to be one who is oriented to problems of deafness as they affect all deaf people. Then there will be the religious worker, who generally is concerned mostly with propagation of his own faith and, frequently, family welfare.

We can be quite sure that all of these types of leaders share another common trait: They will be articulate among other deaf people and generally inarticulate among hearing leaders.

Communication between the hearing and the deaf deserves a moment's attention now—although it is the major topic of this workshop. However, I wish merely at this point to bring to the forefront several aspects of communication that have drawn my own attention:

**Values of deaf people:** I believe that deaf people have put values upon communication that differ in important aspects from the values put on communication by hearing people. Without attempting to make an exhaustive analysis, several points may be mentioned:

By and large, communication between the deaf and the hearing is apt to be utilitarian. Deaf people approach the task—and it really is that for many of them—as a necessary evil. Need for help—seldom the desire to be sociable—drives the deaf person to make overtures to hearing people. When deficient speech or scrambled language impede or prevent full understanding, the deaf person may feel rejected and be driven further into the cultural isolation that is responsible for so many of his problems.

Even the deaf person who is fortunate enough to have developed language before the onset of deafness may fall into the utilitarian state simply because it is the path of least resistance. His communication skills may thus be used only for family communication, a few social contacts and essential contacts with the general community. But the deaf person who uses superior communication skills (speech, lipreading, writing) in a leadership capacity in the general community is rare. We may hope that this workshop has defined some of the reasons why. It is essential that we know.

Many deaf people have come to feel that communication is not worth the effort involved; the hearing world does not understand them. The pleasures of hearing people are oriented to the auditory

sense, so they have little in common with deaf people. Besides, it is more than a little irritating to have hearing people forever asking the same question, "Can you read my lips?" Those who cannot are pained, sometimes disgusted; those who can, although they may be proud of their ability to do so, may (if they are honest) feel anxious and attempt to qualify a "Yes" answer. One and all they wish that speech and lipreading had not been deliberately oversold to the public.

But what of the attitudes of hearing people? How do they differ from those of the deaf? At this point I have only my own observations and those of other deaf people and the sum total of our experiences to go by. Since the perceptions of the same problem may differ, as I have previously suggested, I cannot say that we are necessarily right. However, we have come to feel that the hearing people we meet at virtually all levels are uncomfortable with us and with the inconvenience we cause them by not being able to speak and read lips. In other words, the hearing world expects deaf people to meet them at their level.

Other factors affecting contacts are the image of the deaf that hearing people carry in their minds, personality and education factors, and the desire or lack of desire that deaf people may have toward accepting leadership roles.

### III. Improved Interrelations Must Be Preceded By Improved Communication.

The attitudes that deaf people have must be modified or altered. They (and I include myself each time I use the word "they") must try to forget past rejection and frustration and make earnest and continuing efforts to interest hearing people in their problems. They must also make an effort to inform themselves of the problems of the general community and of the limitations to what can be done for special groups. Expectations must be reasonable.

For improved communication the deaf must also strive for greater visibility. Deaf people must attend meetings of the community leadership, be seen and heard often. Problems that are always facing people will get attention sooner or later; but "out of sight, out of mind!"

This **visibility factor** is of critical importance and I believe that the state associations of the deaf may perform a greater service to their memberships by utilizing the principle.

### IV. What Hearing People Can Do

There is a distinct power structure in the community. Various classes of people are found at particular levels, and many studies have identified factors affecting the positions of the people. I shall not attempt a detailed description; however, we are interested (or at least I am) in the virtual absence of competent deaf people in the community leadership strata. There is a severe lack of

deaf leaders even within the deaf community.

Among the more common traits of leaders in the power structure are those of **time and money**. People in active leadership roles almost always have the time through their professional positions; and a professional position generally implies a somewhat better than average income. Such people find it easier to get off work to attend community meetings because their employers recognize the value to the business of a man who is an active community leader.

On the other hand the deaf person is, about 80% of the time, employed in production work or manual skilled and semi-skilled labor. This production work is translated directly into dollars earned for the company so the release of such an employee would mean loss of money. The employee also would lose family income that is not easily recovered.

There are deaf professionals, but they are few and far between. Leadership demands upon them are quite heavy. The average community probably does not have such a deaf person who is active in the general community, although there may be several who are active in the deaf community.

So?

So it seems to me that employers of the deaf could be sold on the idea that development of leadership among deaf people would be good for the company and good for the community. Such employers should permit promising young people to attend meetings of importance to them without loss of pay or status.

I would like to ask also that the hearing people in the power structure, the middle level leaders, be patient with the halting, inexpert and tentative attempts of deaf people to make their needs and desires known. In other words, I would ask the hearing leaders to be acceptant of deaf people **as they are** and not to try to make them fit the image of a "normal" person. And I would ask hearing people to be tolerant of their language deficiencies and not make fun of the person who unwittingly murders "The king's English." Deaf people are apt to be quite sensitive about their language disability.

I would ask the hearing person voluntarily to write until sufficient rapport is established for the deaf person to feel comfortable about trying his inadequate speech and lipreading skills. I would say that many (but not all) deaf people are offended by the worn-out question, "Can you read my lips?" If they can, they will; if they can't, they won't.

Lastly, I feel that hearing people could help deaf people in a very real way if they would try to understand and try to get to the bottom of the problem. When a deaf leader gets up enough nerve to approach the hearing community and ask for help, it means that the deaf are hurt-

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ing. If they are rejected they will be driven further into their isolation. It is not likely that they will ask for help again very soon.

## V. What Deaf People Can Do

Deaf people should cooperate closely with their leaders. Leaders need moral support in a very real sense; they must feel they speak for the group and that their efforts are appreciated. Then they must state their problems very carefully and clearly and even get help if they feel their language deficiencies will affect their presentation.

There should also be realistic understanding of what the community can do, what its other programs are for various minority groups or the disabled. They should make a definite effort to find out what the proper approach is when seeking help. Do it the right way, and follow the formula if there is one. It seems that hearing people are more comfortable when they can deal with things they are accustomed to.

In other words, deaf people should learn the ropes. They should find out who the key man is, make an appointment and present a carefully planned case; then follow up with frequent contacts, attendance at meetings: **Be visible.**

Deaf people can take an interest in the community's other problems too; they can join service clubs such as the Jaycees, Kiwanis or the Elks or other charitable groups and accept active roles, even if it merely be helping to plan a picnic for the club. With increased visibility, increased understanding may follow.

Community meetings are usually announced in the newspapers. Deaf leaders should attend as often as possible, and bring an interpreter along. Visibility again. Hearing people will see that deaf people have communication problems, and seeing is believing.

Finally, when the opportunity presents itself, speak from knowledge and confine yourself to that which you know best.

Perhaps we can all learn something from this little verse:

I'm careful of the words I say  
To keep them soft and sweet;  
I never know from day to day  
Which ones I'll have to eat!

It isn't too early to make your plans to attend the next

## NAD CONVENTION

Las Vegas, Nevada

JUNE 17-22, 1968

## NATIONAL ASSOCIATION OF THE DEAF Statement of Receipts and Disbursements April 1967

Receipts	
State Quotas	\$4,194.00
Advancing Memberships	498.50
Dividends and Interest	371.08
Publications	81.10
Services Rendered	300.00
Captioned Films	1,321.00
Convention Receipts	2,340.09
Reimbursement	1,316.92
<b>Total</b>	<b>\$10,422.69</b>
Disbursements	
Officers' Salaries	\$ 150.00
Executive Secretary's Salary	840.00
Clerical Salaries	720.00
Payroll Taxes	75.28
Travel	52.09
Rent	214.00
Postage	50.00
Telephone & Telegraph	122.58
Freight & Express	5.26
Office Supplies	21.92
Executive Secretary's Expenses	448.86
Cultural Committee Expenses	20.56
Junior NAD	15.15
Deaf American Support	1,340.55
Captioned Films	304.91
Professional Services	150.00
Advertising	35.00
Dues & Subscriptions	60.35
Electricity	3.10
<b>Total</b>	<b>\$4,629.61</b>

## THE DEAF AMERICAN Statement of Receipts and Expenditures For the Year Ended April 30, 1967

Receipts	
NAD Support	\$ 3,963.55
Subscriptions	10,724.86
Back Copies	165.75
Advertising	2,243.67
Other	30.70
<b>Total Receipts</b>	<b>\$17,128.53</b>
Expenditures	
Printing and Cuts	\$11,869.21
Addressing and Mailing	485.84
Second Class Mailing	215.00
Postage and Express	493.72
Editor's Salary	1,000.00
Circulation Manager's Salary	300.00
Advertising Manager's Commission	10.50
Subscription Commissions	65.97
Editor's Expenses	625.66
Printing, Promotion, etc.	254.11
Office Supplies	40.37
Post Office Box Rent	6.00
Advertising	37.50
Other	655.14
<b>Total Expenditures</b>	<b>16,059.02</b>
Operating Gain	1,069.51
Balance, May 1, 1966	1,406.14
<b>Fund Balance</b>	<b>\$ 2,475.65</b>

## Minutes Of The NAD Executive Board Meeting

Alumni Lounge, E. M. Gallaudet Memorial Library, Gallaudet College, Washington, D.C.  
Monday and Tuesday, March 27-28, 1967

### Monday, March 27

9:00: Reading of distributed reports pending arrival of all members.

9:55: President Sanderson formally called the meeting to order. Present were Sanderson, Smith, Allen, Garretson, Lan-kenau, Pettingill, Ramger, Block, Pimentel, Propp and Executive Secretary Schreiber.

The first item taken up was that a complete report of the Board Meeting was to be published in THE DEAF AMERICAN. A motion was made and passed that a recorded roll call vote be taken on every issue. Pimentel abstained from the voting. Ramger informed the Board it would be necessary for him to leave for California at the conclusion of the evening meeting, so in view of the fact he would not be able to participate on Tuesday, he was given permission to supercede the agenda whenever he felt the need to express a special concern about items appearing for Tuesday's meeting. The Board discussed the proposed agenda and added on the following: The National Technical Institute for the Deaf, publicity, THE DEAF AMERICAN, the cultural program, the question of taking a stand on honorary degrees awarded by Gallaudet College, the letter from Dr. Howard Rusk requesting advice on improvement of rehabilitation services to the handicapped, the status of the Texas Association of the Deaf, and NAD policy with respect to sending representatives to state conventions.

10:15: The agenda formally adopted, the Board took up the question of sending delegates to the convention of the World Federation of the Deaf at Warsaw, Po-

land, in August, 1967. Executive Secretary Schreiber explained that our agreement with Dennis Ablett of Colonial Travel Service provides for one free tourist accommodation for every 15 seats sold. At this date 10 reservations had been sold, with a good possibility of fifteen, and in this manner a strong possibility that the NAD could see its way to send at least one representative without cost to the association. Following a general discussion on means of financing delegates to the WFD convention, the Ways and Means Committee was advised to make a note on WFD travel in future budget planning.

10:30: President Sanderson introduced the NAD Office Secretary, Carrell Parker, to the Board, and suggested that discussions continue over coffee and donuts.

Ramger moved that the NAD make an attempt to send two delegates with alternates to the WFD, but from sources other than NAD money. (Smith) Passed unanimously. Guidelines and rationale for sending two delegates to WFD conventions were discussed and also the custom of bearing gifts from the NAD and the deaf people of America to heads of foreign associations. Propp (Pettingill) moved that gifts be taken. Passed unanimously. It was agreed to leave the final question of tour arrangements to the Executive Secretary as an administrative decision. Pimentel (Block) moved that delegates be selected primarily from the Board as these were the individuals elected by the state associations to carry on the work of the NAD. Passed, 7-2, with Ramger and Propp



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against the motion. The following were nominated as delegates (with vote count on preference scale): Smith 40, Sanderson 38, Garretson 31, Block 23, Schreiber 18. Pimentel (Pettingill) moved that alternates be selected in the order of the vote results. Passed unanimously. President Sanderson declared Smith the winner and advised him to await instructions from the Home Office.

11:45: The Board agreed to supercede the agenda by taking up discussion of the Home Office and the Executive Secretary. The following report came up for discussion.

## Report of Executive Secretary

Mr. President,  
Members of the Executive Board of the NAD:

In presenting this formal report of the first nine months of this fiscal year we have prepared separate financial reports on our fiscal standing which are incorporated here by reference. Please note that while our estimated income is comfortably over the budgeted sum, the expenses are also higher than budgeted.

This is due in part to inclusion of fringe benefits, increased clerical costs and increased convention expenses. Accordingly, we are pleased to report that we have not only achieved a balanced budget but our prospects for 1967-68 are exceedingly bright. Without reference to pending projects and, based on the proposed budget, anticipated income will be \$42,000 while expenses would total \$40,000 for a net increase of \$2,000 for the period.

But to start at the beginning, the Executive Secretary assumed his duties in mid-July, 1966, serving both as Secretary-Treasurer and Executive Secretary until August 1, 1966. During the ensuing months we had the primary responsibility of preparing the minutes of the 28th Biennial Convention for publication and closing out the financial details of the RID workshop.

In connection with the minutes, while we have been told that these are considered among the best ever, we noted the need for preparing bills in duplicate to insure that the Secretary-Treasurer would have a copy for this purpose. Steps will be taken to take care of this.

The RID details were time-consuming but otherwise routine. Except for the need to retype the report later on, which not only required 44 man-hours of labor, but the collating, stapling, mailing, etc., consumed an additional 50 hours.

In the meantime, there was a necessary period of adjustment as the Executive Secretary sought to find the exact nature and scope of his responsibilities. This took time and, while much progress has been made, there still seems a need for further clarification which will be discussed separately. Unfortunately, the "shakedown" period was quite lengthy

and while necessary, prevented some accomplishments.

**GOVERNMENT GRANTS AND CONTRACTS:** The Executive Secretary negotiated a fixed price contract with the Department of Defense for guidelines on Civil Defense. We secured a renewal of our evaluation contract with Captioned Films. We failed to get a grant for preparation of study materials from the VRA. We put in considerable time on the application to the VRA in behalf of the Registry of Interpreters for the Deaf. This application was before their study council a few days ago and unofficially appears to have been approved with modifications. We prepared an application for support of a national program in the language of signs but later had another application approved by the VRA for a study group meeting on this. As a consequence of this study meeting, a new application for the Language of Signs Program is expected to be ready for submission by June 1, 1967.

Efforts on behalf of the Job Corps have proven costly. Although our proposed guidelines for integrating deaf youth into this program has largely been accepted, difficulties within the Job Corps itself has resulted in an indecision that has not only been costly but may eventually wreck the whole thing. First, we were told that we would have both boys and girls. Centers were named and the information disseminated. Later girls were dropped but the center for boys reaffirmed. Recently we were informed that this center was unable to accept deaf corpsmen and at present a new center is being sought.

The Home Office also ran a questionnaire on equipment usage and other data with respect to Captioned Films. It is our objective to secure a contract for handling such equipment; however, no action has occurred to date.

**OTHER PROJECTS:** We have made at least a start at increasing membership. During the past nine months, individual letters were sent to all members of the RID, to all the Professional Rehabilitation Workers With the Deaf, to the staffs of the Tennessee School for the Deaf and of Gallaudet College. Also to parents of deaf children in the Virginia and Indiana Schools for the Deaf as well as participants at the San Francisco Workshop, and other workshops. Additional letters will be sent out as fast as we can handle them without interrupting the normal operations of the Home Office.

The Encyclopaedia Britannica promotion yielded us a few hundred dollars in "finders" fees and this continues to trickle in. Our auto liability insurance program is temporarily stalled but not dead. The NAD Newsletter has become a bimonthly item and we have increased circulation to cover all NAD Advancing Members plus state association officers and recommended individuals. Our last

mailing was 891 copies but the next one, in April, will exceed one thousand.

Our tour program is so-so. We initiated an attempt at a student exchange program for the summer of 1967 with France at their instigation and put some time into this. Unfortunately we never heard from the French again and it appears to be a wasted effort. The tour in connection with the Congress of the World Federation of the Deaf has attracted a few people already and we hope to be able to pick up enough to insure that we can send at least one representative to this meeting. The East Coast Convention Club is gaining momentum. But with deaf people there is no telling how this will turn out. There will be an intensive advertising program on this later with costs charged to the 1968 convention although, if successful, the Club can absorb them easily.

The United Fund movement is also off to a slow start. President Sanderson and I met with Mr. Kenny, the National Budget and Consultation Committee's budget director. While it appeared to be promising at the time, nothing has been accomplished yet. As soon as our fiscal year closes and we can furnish a financial report, we will try again.

In unrelated items, assisted by Mr. Dennis Ablett, we have started a move to include deaf people in the Lions Club. Most recent information has it that an initial club will be formed in Alexandria within six weeks, all preliminary work having been done and clearances secured. It is contemplated that this club will be an integrated club in the sense that we will have roughly half the members deaf. The immediate benefit, of course, is increased integration and an ultimate objective is support by the Lions International for the deaf as well as the blind.

The Christensen case in California has come up for considerable activity. We were asked for assistance in January 1967. After inquiring both of the CAD and our own legal counsel, and with the approval of President Sanderson, a contribution of \$150 was forwarded to their lawyer to help with expenses. We also moved to enter the case as "amicus curiae" and asked for affidavits from educators, children of deaf parents, etc., for use at the appellate hearing. Inasmuch as legal costs will run to \$3,000 or so, an appeal was prepared for publication in the Newsletter and THE DEAF AMERICAN. In addition, the Tri-State Association of D. C., Maryland and Virginia will undertake a benefit ball for this purpose May 6. The Gallaudet Jr. NAD is reported to be donating \$100 for the ball and all local organizations have pledged their cooperation. Mr. Tom Cusaden is chairman for the affair. We also have reason to believe that the Del Ray Lions Club will contribute toward meeting these legal fees.

The NAD has attempted to publicize

# NATIONAL ASSOCIATION of the DEAF

widely the Kohl report on "Language and Education of the Deaf." We expect to work with the Center for Urban Education on followup studies in this area and to provide maximum publicity for the results.

**LEGISLATIVE ACTIVITIES:** The Executive Secretary has testified on behalf of the NAD at congressional hearings in support of the model high school. We have continued to press for adequate representation of the deaf on advisory committees and have approached several congressmen for support of this objective. While we cannot say that we have been overwhelmingly successful, we still have hopes. Further activity in this area awaits instructions from the Board.

We also made an intensive effort to secure a commemorative stamp for T. H. Gallaudet. This was unsuccessful.

Additional activities include testimony on behalf of the Virginia Association of the Deaf in its attempt to separate the schools for the deaf and blind at Staunton. We provided material for Maryland for its resolutions regarding auto liability insurance and participated in their rallies, attended a Ways and Means Committee meeting on special education at Annapolis. We also furnished odds and ends to various states on request.

**STATE ASSOCIATIONS:** As previously reported, North Carolina has voted to rejoin us and will become a Cooperating Member in 1968. Pennsylvania is now preparing a referendum vote on this question and current information has it that Texas will "delay" payment of its quota. Inasmuch as Texas is already in arrears for 1965-66, it appears that we shall have to suspend the TAD formally. At the request of the Georgia Association of the Deaf, the Executive Secretary accompanied President Sanderson to Atlanta in February. The GAD particularly wanted guidance regarding its proposed VRA application to establish a register of deaf people in the state. They also sought assistance in applying for tax-exempt status and other matters regarding administration. We had to advise that the proposal was not satisfactory and experts on such surveys have offered alternatives of an increased budget or limiting the register to a single county as a pilot project. The final outcome is undecided.

While numerous requests have been made on the states for different kinds of information, the response has not been too good. Nor are the states making effective use of our services and we hope that it will be possible to have representatives at all state conventions in the future to explain our objectives and more particularly what we can do to help them. It should be emphasized here that representatives should be present for the entire convention and that it is preferable to send someone who is not as conveniently located but who can be there all the time than another who cannot. In-

dications are that we will have an increased number of members in the state associations which will be reflected in our receipts.

**EXECUTIVE SECRETARY'S EXPENSES AND TRAVEL:** The Executive Secretary has made eight out-of-the-immediate-area trips. These included North Carolina, Philadelphia (PSAD), Cleveland (NCJD), Flint (Mott Foundation), Hartford (American School), Reading, Pennsylvania and Cleveland (Peoples Printing Company and bowling tournament), Atlanta (GAD) and Richmond, Virginia. While costs for these trips have come from the Executive Secretary's expense account, reimbursement has come from Hartford, Atlanta and Richmond, Virginia. North Carolina has also contributed something for his trip to their convention. Local travel has not been charged to the NAD except when cabs are used and parking fees are charged only when on official business. The Executive Secretary has also been limited to the same per diem allowance as the Board and others—\$16 per diem and 7c per mile.

A major difficulty is in relation to workshops and meetings. In some instances, the recent meeting on the language of signs grant for example, the Executive Secretary serves as an administrator and is "paid" for this service. Since this is so, he receives no per diem allowance locally and since he does not actually get paid because these fees accrue to the NAD in payment for his services, it seems wrong to charge his expenses to the expense account and adjustment is needed here.

**OFFICE STAFF:** We continue to carry out the responsibilities of the Home Office with Mrs. Parker and Mrs. Payne as our sole full-time employees. Through the courtesy of Secretary-Treasurer Garretson we have added a part-time employee in Mrs. Alyce Stifter who now works one day a week as a paid employee, her salary being deducted from the Secretary-Treasurer's. In addition, we have several regular volunteers. These include Mrs. Donna Cuscaden and Mrs. Meda Hutchinson who also generally work one day a week in the office. Mrs. Kathleen Schreiber and Mrs. Betty O'Rourke have continued to give us many hours of service in connection with our mailing lists. Mr. Frank Turk and the Junior NADers are also available on a once-a-week basis. In addition, we have occasional volunteers. We also are greatly in debt to our movie evaluation teams. There are two at Gallaudet plus three additional groups. Mr. Roger Scott as assistant director for this project heads one group, Mr. Robert Duley the second and Mr. Alex Ewan the third.

These groups at present adequately service the CFD program. The Home Office staff also assists locally-based committee chairmen of which we have six in

the area, Research and Development, Cultural, Civil Service, Legislative, Education and Jr. NAD. However, these committees are not the responsibility of the Executive Secretary and no attempt is made to include their work here.

This, I believe, concludes my report. If there are any items that I have failed to cover, we can take them up at the proper time.

For reference, some matters which the Board should consider are: Advisory Board, Honorary Board, Representatives at State Conventions.

Respectfully submitted,  
Frederick C. Schreiber  
Executive Secretary

\* \* \*

12:15: Recess for lunch.

1:30: The meeting resumed with some discussion about communication between the Board and the administrative officers. Pettingill (Lankenau) moved that the Board indicate by a vote of unanimous approval their satisfaction with the way the administration has been handling matters of communication. Passed. The status of the Executive Secretary was discussed at great length. Smith (Pettingill) moved that the Board adopt a policy with regard to the expense account of the Executive Secretary, permitting leeway within budgetary limitations to travel and incur other expenses as he deems in the best interest of the NAD, subject only to transmission of a letter to the President justifying such expenses (other than those of an incidental nature). Passed unanimously. Pimentel (Propp) moved that whenever there is a NAD Workshop where the Executive Secretary is paid an honorarium or anything of like nature, he may deduct from this payment legitimate expenses incurred during the workshop. Smith (Allen) moved to amend that all money incoming from such workshops be recorded under Services Rendered and all expenditures be listed under Special Projects. The amendment passed, 5-4: Voting for were Smith, Propp, Pettingill, Block and Lankenau; against: Pimentel, Allen, Garretson and Ramger. The main motion as amended passed unanimously.

3:15: Dr. Jerome Schein delivered the report on progress to date on the Civil Defense project. Following a period of question and discussion, the report was accepted by the Board.

4:10: Executive Secretary Schreiber reported on negotiations with the Flamingo Hotel at Las Vegas, Nevada, for the NAD convention the week of June 16-23, 1968. The Board voted unanimously for acceptance of the contract as negotiated. A report on plans for the bowling tournament from John Kubis was delivered to the Board by the Executive Secretary. It was the feeling of the Board that the NAD bowling tournament would not conflict with any other national tournaments and that it was limited to an



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invitational affair only for members of the NAD and cooperating associations. With no definite plans for the golf tournament reported, Ramger (Pettingill) moved that the NAD drop the idea of having a golf tournament. Passed unanimously.

5:00: Recess for dinner.

8:20 p.m.: President Sanderson reconvened the Board at the residence of Mr. and Mrs. Jerald Jordan. Convention business was continued. Pimentel (Pettingill) moved that the NAD accept a contract with Jack O'Rourke awarding him the program book for a sum of \$2,000 or more, providing that he is to pay all printing costs and to reserve 48 pages for the NAD to use as it sees fit. The voting was 7 for with Ramger and Allen abstaining. It was agreed to leave details of payment for registration clerks and ticket-takers to the convention chairman as an administrative responsibility. The possibility of Mrs. Lee Katz serving as official convention stenotypist was received favorably and left to the chairman as an administrative detail.

9:45 p.m.: The Home Office building report and the stock report were taken up together. Reports follow:

After extensive discussion, Smith (Block) moved that the building committee continue to search for a new home for the NAD at above the \$100,000 bracket and at the same time investigate all possible aspects, including construction of our own building and the availability of a mortgage loan from the NFSD. Passed unanimously. Discussion continued on the stock holdings of the NAD, with consideration given to the recommendations of our Chicago bankers. Allen (Smith) moved that the NAD liquidate all holdings in Continental Insurance and deposit the cash in Savings and Loan Certificates. Passed unanimously. Smith (Lankenau) moved that the NAD sell 100 shares of Corn Products and convert to Savings and Loan Certificates. Passed 7-2.

11:00 p.m.: Recess until Tuesday a.m.

## Tuesday, March 28

9:15: President Sanderson called the meeting to order. Present: Smith, Allen, Garretson, Sanderson, Lankenau, Pettingill, Block, Pimentel, Propp, Schreiber. Mrs. Lee Katz as stenotypist.

Discussion was carried on about NAD policy in advertising in different program booklets, such as a request from the National Invitational Swimming and Diving Meet. It was explained that NAD policy has always been to advertise only in meetings of a truly national concern, not those of state or local groups due to the large expense involved. Garretson (Pettingill) moved that the NAD not advertise in the swimming meet program. Passed unanimously.

President Sanderson indicated he had received a communications system through the courtesy of the Oral Deaf

Adult Section of the Alexander Graham Bell Association for the Deaf (ODAS)—a teletype and terminal unit to be attached to the telephone. In operation now, Sanderson noted that the President and the Executive Secretary are as close as the telephone. The Board authorized the Executive Secretary to convey an official vote of thanks from the Board to the R. H. Weitbrecht Company, and to the members of the ODAS.

Lankenau (Block) moved that the Executive Secretary be authorized to enter into agreements for the maintenance of the office machinery in the Home Office. Passed unanimously.

10:00: The President reported on the Christensen adoption case in California, noting that the lawyer had requested another extension of time. In discussing his meeting with the Christensen attorney, Sanderson stated that in response to his inquiry as to whether the NAD could give direct financial help to the Christensens, he clarified NAD policy in that the organization cannot give money directly to individuals, but the NAD can expend money in fighting for principles which will affect all deaf people. He noted that the NAD has no money budgeted for this case, but advised the lawyer that all monies from fund-raising activities would go into a legal fund to continue the battle. The lawyer advised that there may be a possibility that the case will end up in the Supreme Court on the principle of equal protection under law—the 14th Amendment in the U.S. Constitution. The NAD attorney, Robert Werdig, has entered the case as amicus curiae (friend of the court). Propp (Pimentel) moved that the Board approve the action taken so far and further, that the Board initiate fund-raising projects to raise the necessary funds to achieve the desired end. Passed unanimously. Garretson (Block) moved that the President of the NAD explore the possibility with Judge Homer Thornberry of requesting an audience with the President of the United States about this adoption case. Passed, with Propp abstaining. Garretson moved (Block) that the Board accept the President's report. Passed unanimously.

11:00: Pimentel (Block) moved that the Board accept for later review the reports of the Executive Secretary and the Secretary-Treasurer. Passed unanimously.

In his report, Vice President Smith, who is also editor of THE DEAF AMERICAN, requested permission from the Board to give a special six months subscription rate to parents in the state of Indiana at \$1.00 or \$1.50, such introductory subscription to be on a trial basis only. The Board agreed that the editor could handle this detail himself as an administrative responsibility. The Board authorized a new electric typewriter for THE DEAF AMERICAN from DA funds.

Following discussion of the Registry

of Interpreters of the Deaf and the national language of signs program grant requests from VRA, the Board accepted reports on the status of these grants. Various contracts were discussed, both current and possible, including the new simplified pocket books through Captioned Films.

## THE NATIONAL ASSOCIATION OF THE DEAF Statement of Financial Condition As of April 30, 1967

Assets	
<b>Current Assets</b>	
Cash in Checking Account	\$11,147.75
Cash in Savings Account	3,824.46
Office Petty Cash	50.00
Total Cash	\$15,022.21
Investments (at cost)	22,815.16
Total Current Assets	\$37,837.37
<b>Fixed Assets</b>	
Office Furniture & Equipment	4,555.80
<b>Other Assets</b>	
Accounts Receivable	\$2,388.28
Prepaid Expenses	992.72
Total Other Assets	3,381.00
Total Assets	\$45,774.17
Liabilities and Fund Balances	
<b>Liabilities</b>	
Accounts Payable	\$ 3,428.63
Taxes Payable	350.34
Unearned Receipts	798.10
Total Liabilities	\$ 4,577.07
<b>Fund Balances</b>	
The Deaf American	\$2,475.65
G. Dewey Coates Fund	191.50
NAD Bal. 5/1/66	\$35,333.83
Add: Op. Gain	3,196.12
	38,529.95
Total Fund Balances	41,197.10
Total Liabilities and Fund Balances	\$45,774.17

## THE NATIONAL ASSOCIATION OF THE DEAF Statement of Income and Expenditures For the Year Ended April 30, 1967

<b>Income</b>	
Contributions	\$ 2,260.50
State Quotas	10,804.23
Affiliation Fees	147.00
Advancing Memberships	8,415.00
Dividends and Interest	2,284.48
Publications	389.89
Services Rendered	1,637.48
Captioned Films	7,669.00
Convention Receipts	10,446.34
Other Income	97.95
Total Income	\$44,151.87
<b>Expenditures</b>	
Officers' Salaries	\$2,550.00
Executive Secretary's Salary	7,980.00
Clerical Salaries	7,990.55
Payroll Taxes	794.68
Travel	1,579.58
Rent	2,328.00
Postage	1,019.79
Telephone & Telegraph	322.02
Freight & Express	74.39
Printing	115.00
Office Supplies	1,878.81
Office Equipment	528.27
Executive Secretary's Expenses	1,378.19
Committee Expenses	495.95
Public Relations Expenses	270.53
Cultural Committee Expenses	36.12
Junior NAD	15.15
Deaf American Support	3,963.55
Convention Expenses	5,543.90
Captioned Films	1,043.51
Professional Services	310.00
Advertising	194.69
Bank Service Charge	63.21
Dues & Subscriptions	65.35
Electricity	18.60
Insurance	50.00
Other	345.91
Total Expenditures	40,955.75
Operating Gain, 5/1/66-4/30/67	\$ 3,196.12

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The report on the Council of Organizations Serving the Deaf from Secretary-Treasurer Garretson was accepted after questions and discussion.

A brief discussion on the Junior NAD was held just prior to the lunch break.

12:00: Lunch.

2:00: Visitors: Mr. and Mrs. Martin of Winchester, Virginia; Mr. Frank Turk of Gallaudet College; Mr. Lyle Hinks, a student at Gallaudet.

Discussion on the Junior NAD was resumed with Pettingill (Pimentel) moving that the NAD donate \$50 to the Junior NAD this year. Passed unanimously. By common consent, the Board requested the Executive Secretary to send the check with a letter of commendation to Frank Turk, national director of the Junior NAD.

Allen (Pimentel) moved that the NAD send a letter of commendation to Supt. Carl F. Smith of the North Dakota School for the Deaf in recognition to his outstanding editorial urging parents to become members of the NAD. Passed unanimously. Unanimously voted to send a letter to Dr. Leonard M. Elstad of Gallaudet College thanking him for the use of the alumni room for the board meeting.

Discussion was carried on NAD policy of sending Board members to the conventions of cooperating associations. As a general policy the NAD sends those Board members to the states closest to them, and when requested by non-cooperating states, usually an officer is sent. If a state specifically requests a certain Board member, as general policy, the NAD will ask the state to pay the difference between his fare and that of the nearest Board member. Other matters involving state associations and the NAD were brought up for discussion. President Sanderson announced he would address the Wisconsin and Washington Associations of the Deaf this summer.

Garretson (Block) moved that the Board go on record as proposing a constitutional change in the bylaws at Las Vegas whereby the officers will no longer receive salaries for their work. Passed unanimously.

Adjournment at 4:00 p.m.

## Letter to Home Office

4890 Welchshire Avenue  
Memphis, Tennessee 38117  
May 23, 1967

Mr. Frederick C. Schreiber  
Executive Secretary  
National Association of the Deaf  
2025 Eye Street, N. W., Suite 318  
Washington, D. C. 20006

Dear Mr. Schreiber:

In the December 1966 issue of THE DEAF AMERICAN mention is made of Gallaudet College's study on the deaf

community of Washington, D. C., and the section on deaf drivers. Our Memphis Chapter of TAD is trying to get a protective clause included in current legislation re examination of drivers by a medical board, and think this sort of information may be helpful. I would appreciate it if you would send me one (or several) copies of the section on deaf drivers.

I would like to thank you for your prompt assistance on the Civil Service Postal Clerk examination. Thanks to the information Mr. Sonnenstrahl sent me, I was able to get the examiner at the Post Office to give our deaf boys the examination. Two out of three passed and are now waiting to be called for interview.

Also, re sign classes, Rev. Donald Leber, Lutheran minister of the deaf, has conducted two language of signs courses and plans another this fall. We have attempted primarily to interest parents of deaf children and Vocational Rehabilitation personnel in this course. Included in the last course were about 10 parents of deaf children, a judge, a college professor, a city public school counselor (special education division) and one young college student who will work at the Colorado Deaf School in the field of physical education. In the past there has actually been very little demand; however, we are encouraged by the interest shown by those who stayed with the course and feel we will have some de-

mand this fall. Some of those who took this course plan to repeat the fall course. Also, the special education division of the Memphis City Schools plans to use fingerspelling in their classes next year and we have informed them we would be glad to conduct a fingerspelling or signs class for them. If you need more specific details, let me know.

Sincerely,

Betty Steed

(Mrs. Robert H.)

Secretary, Memphis Chapter  
Tennessee Association of the Deaf

## Legal Fund Contributions (Christensen Case)

Previously collected	\$ 843.10
Mrs. Arline Beckman	10.00
Mr. and Mrs. Herbert Goodwin	5.00
Tri-State Rally	1,364.30
Kolma Flake	5.00
Mr. and Mrs. Rudolph C. Hines	8.00
Dr. and Mrs. Thomas Behrens	10.00
Winchester Association of the Deaf	10.00
Mr. and Mrs. Robert A. Duley	6.00
Mr. and Mrs. Joseph S. Rose	5.00
Mr. and Mrs. Robert E. Allen	10.00
William D. Sanger	5.00
Jack F. Tyree	4.00
Elizabeth Tate Circle	5.00
John Popovich	5.00
Mr. and Mrs. Leon Auerbach	5.00
Mr. and Mrs. Herbert Dannis	5.00
Danville Aux. Frat. Div. 130	25.00
Gallaudet College Class of '68	15.00
Mr. and Mrs. Don Peterson	5.00
Julia Willis	5.00
Mr. and Mrs. Augustus Herdfelder	10.00
Mr. E. Reynolds	2.00
Mr. and Mrs. Gwendolyn D. Butler	5.00
Carl D. Brininstool	5.00
Brooklyn Hebrew Society	16.50
Phi Kappa Zeta Sorority (Gallaudet College)	25.00
John Siders	5.00
Earl Harmonson	1.00
Mrs. Sue Stockton	5.00
Quincy Deaf Club	10.00
Edward Cale	5.00

Total to date \$2,444.90

## NAD Committee To Promote Community Service Agencies

The concept of community service agencies for deaf adults, sometimes called counseling and referral centers for deaf people, has met with growing interest and approval in recent years. The first such service agency is believed to have opened at Wichita, Kansas, in October 1959. Other agencies have begun operations in Pittsburgh, Pennsylvania, and Kansas City, Missouri, in the past year and plans are underway to open an agency in Seattle, Washington, in the near future.

A community service agency for deaf people may be defined as an agency that has an "open door" policy towards all persons in the community desiring its services. It is staffed with professional personnel skilled in communicating with deaf adults. Its basic clientele consists of persons whose hearing is non-functional for comprehensive reception of speech with or without a hearing aid, and whose fundamental means of communication are visual, i.e., use of the language of signs, lipreading or writing. In serving this clientele, the community service agency supplements existing community resources which are not prepared to evaluate deaf people accurately or adequately, and

which often are unable to cope with the communication barrier.

The agency's services usually encompass the entire spectrum of rehabilitation, including family services and counseling, rehabilitation counseling and placement, interpreting services, adult education, psycho-social services and consultation with other agencies. Often called upon in times of crisis, the agency is ready to go to work immediately upon the problems brought to it without requiring medical or otological examinations, determination of eligibility or other time-consuming procedures.

In an agency of this type, it is vital to maintain professional standards that will insure that its clients are receiving the same quality of services that are available to other persons living within the same community. The difficulty is that such agencies are often staffed by a single professional person and clerical help. Due to the small proportion of deaf people within a metropolitan area, the sheer economics of the situation may not warrant the hiring of a full staff of professionals in rehabilitation, psychology, social work, etc. The professional counselor in a community service agency,



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however, daily encounters a variety of problems within each of these professional spheres. He cannot be expected to master all of the professional areas, yet the nature of his casework demands that he provide services in all these disciplines at one time or another. Very often, the problems brought by the client will encompass more than one discipline.

One solution to this problem is for the professional serving deaf people to seek the help of other professional persons within the community and use them as consultants; however, he may not be knowledgeable enough to do this effectively. While a full-qualified social worker may be aware of community resources and how to make best use of them, fully-qualified social workers who are able to communicate with deaf people and who are cognizant of the psychological, socio-cultural and communication factors which pose distinct differences in social work with deaf people as opposed to similar work with the normal-hearing are almost non-existent. The same is true of professionals in other disciplines. While it is hoped that this situation will be alleviated by ongoing professional training programs such as those at the University of Arizona and New York University, agencies that are currently opening and operating are having a difficult time finding qualified professional personnel.

In some cases, as occurred in Wichita in 1959, professionals are retained who are skilled in communicating with the deaf but who have little professional background. While the professional may subsequently obtain the needed academic credentials as happened in the instance cited above, this may require several years. In the meantime, the professional is floundering and learning how to use community resources by trial and error. Such a situation is not conducive to the agency's professional standing in either the larger community or within the community of deaf adults whom he serves.

In spite of this, the above approach to the problem of personnel has been adopted by some communities. Deaf people must be served from the moment the agency opens its doors, and they cannot be served adequately unless the professional whom they consult is able to understand their needs, the nature of the present crisis, and to evaluate the deaf person's emotional status. It requires several years for a normal-hearing person having no previous experience with deaf people to master their idiomatic usage of the language of signs. The low-verbal deaf adult is often among the first to seek the agency's services, and communication with such a person requires much, much more than superficial acquaintance with the language of signs and finger-spelling. The deaf community often reacts as a whole, and is quick to lose confidence and to cease to patronize an agency that is very much the same as other agencies in the community. The

agency for deaf people is established because other agencies cannot communicate with or comprehend deaf clients, and there is little value in hiring professionals who are as naive as those in other agencies. For this reason, for the next few decades professional personnel in community service agencies for deaf adults will probably be staffed with persons who have little or no professional background.

In addition, the single staff member may have an intensive background in a single discipline, such as rehabilitation, yet have only a passing acquaintance with the theories, ethics and practice of psychology, social work and other disciplines. In a community service agency for deaf adults, this single staff member will need much more information before he will be able to mobilize adequately the needed community resources to deal with the broad variety of situations he will become involved in by his deaf clients.

Recently, under the auspices of the National Association of the Deaf, a committee on the Development of Community Service Agencies has been established to provide services to existing agencies and to encourage the development of other such agencies in metropolitan areas throughout the United States. The committee is currently attempting to provide guidelines which staff members with little professional background may use to develop professional and ethical casework practices within their agencies. In addition, such guidelines should help the staff member to utilize the disciplines of psychiatry, psychology, audiology, rehabilitation, social work, etc., more often and more effectively when referring or working with his deaf clients. Eventually, as more and more local agencies come into being, the emphasis of this committee will shift to the provision of coordinating services for existing agencies.

This step is felt to have priority because of the current manpower situation. It is not in the best interest of high casework standards to encourage the establishment of professional community services for deaf people and not be prepared to provide practical guidance of a professional nature to inexperienced counselors.

The committee is currently broken down into several subcommittees, each with its assigned task. The members are as follows:

Mr. Roger M. Falberg, Chairman (Community Service Agency for the Deaf, Kansas City General Hospital & Medical Center, 24th and Cherry, Kansas City, Missouri 64108).

Mr. Larry G. Stewart (University of Arizona Rehabilitation Center, Tucson, Arizona 85721) and Dr. Boyce R. Williams (Consultant, Deaf and Hard of Hearing, Vocational Rehabilitation Administration, Washington, D.C. 20201) are

responsible for drawing up guidelines for the establishment of cooperative arrangements between community service agencies for the deaf and local state rehabilitation agencies and counselors.

Mr. Victor H. Galloway (University of Arizona Rehabilitation Center, Tucson, Arizona 85721) and Mr. E. B. Porter (National Association of Hearing and Speech Agencies, 919 18th St., N.W., Washington, D.C. 20006) are drawing up guidelines on administration of community service agencies and on personnel training.

Mr. Willis A. Ethridge (Counseling and Community Services Center for the Deaf, 300 Swissvale Ave., Pittsburgh, Pennsylvania 15218), Dr. Jerome D. Schein and Dr. Augustine Gentile (both of Gallaudet College, Washington, D.C. 20002) are drawing up suggestions for standardization of the statistical record-keeping of community service agencies for the deaf.

Dr. Leon O. Brenner (Psycho-Social Services for the Deaf, 1071 Commonwealth Ave., Newton Centre, Massachusetts 02159) is preparing guidelines to assist agency staff in making best use of psychological services in their communities.

Mr. Sidney N. Hurwitz (Jewish Evaluation and Vocational Service, 1727 Locust St., St. Louis, Missouri 63103) is consultant for a planned committee that will compile guidelines or standards under which community service agencies can provide social work services to its clients. A chairman has not yet been definitely named, and one or more additional consultants may be needed for this vital task.

Mr. Herbert K. Goldberg (927 Washington St., Boston, Massachusetts 02111) is investigating possible avenues of support for community service agencies with United Fund headquarters in New York.

Mr. Herbert K. Pickell, Jr. (Wichita Social Services for the Deaf, 3427 E. Douglas, Wichita, Kansas 67218) is compiling a detailed directory of existing community service agencies, their personnel and nature of services offered.

Dr. Stanley D. Roth (Kansas School for the Deaf, Olathe, Kansas 66061) is the representative of the Registry of Interpreters for the Deaf and is working with the committee chairman, Mr. Falberg, on guidelines for effective use of interpreters and interpreting services in community service agencies.

Judge Joseph J. Pernick of the Common Pleas Court of Detroit, Michigan, is chairman of a subcommittee to draw up guidelines on legal situations. Since deaf people often bring matters of a legal nature to community service agencies, the work of Judge Pernick's subcommittee will assist the agency staff to decide when it is desirable to turn to an attorney for advice.

As the committee develops its plans, it is anticipated that more and more materials and assistance will be available to persons desiring information on the

establishment of community service agencies in their own areas. Currently available are reprints of "Community Counseling Centers for the Deaf: Guidelines for Action," by Larry G. Stewart, Victor H. Galloway and Norman L. Tully. This

article originally appeared in the January, 1967 DEAF AMERICAN. Also available are a limited number of copies of a six-month progress report on the Greater Kansas City Community Service Agency for the Deaf.—RMF.

## Deaf Of New York City Hold First Tax Hearing

By TARAS B. DENNIS

In a surprise vote that could be interpreted either way, some two hundred Metropolitan New Yorkers voiced their opinions about the latest countrywide survey: a possible double Federal income tax exemption for the deaf.

The hearing—the first of a series to be held by various clubs and organizations for the deaf under the auspices of the National Association of the Deaf for action at its next convention in Las Vegas, Nevada, June 17-22, 1968—was conducted by the Metropolitan Chapter of the Gallaudet College Alumni Association at the Lexington School for the Deaf, Friday evening, May 5. Robert Davila, the chapter's president, served as moderator of the program, which was conceived by Albert Berke, the survey's national chairman.

Among those officially participating in the panel discussion were a cross section of well-known deaf leaders including Mrs. Katherine Ebin, James Mattera, Allen Sussman, William Bernstein, Anthony Sansone and Bernard Teitelbaum, represented in absentia by Mark Perry.

Prior to the panel's remarks, Taras B. Dennis, in charge of public relations, read the contents of a letter he received from a former official of the National Association of the Deaf. In part, the letter states that:

"There were periodic efforts by certain persons to have the NAD attempt to get the exemption for the deaf all through my administration. I believe the idea had its beginning about 30 years ago when Senator Langer of North Dakota introduced a bill requesting exemption for the deaf. The bill was shortlived, for Senator Langer withdrew it soon after it appeared. Some of the deaf who favored the legislation blamed the NAD for intervening, but, as far as I know, the NAD took no official action. It was numerous letters from individual deaf persons opposing the bill that influenced the Senator.

"At the St. Louis convention in 1957 the NAD office was requested to call for a vote on the subject among the members of the various state associations at their conventions. During the two or three years following the St. Louis convention, as each state association convened, we asked it to vote on the exemption. Results of the voting were reported to the NAD office and I kept a record. At the Dallas convention in 1960, I reported

that 366 members of state associations had voted in favor of the exemption, while 5,433 had voted against it. I remarked in my report as follows:

"The survey of course did not include all the deaf, but it must certainly represent a good cross section of opinion, and I hope we can accept these figures as indicative of the sentiment of the deaf at large."

"In view of the above, I saw no reason for the NAD to support the exemption movement, and during the remainder of my administration I saw no occasion to oppose the movement. I had heard very little on the subject until I received your letter."

After a brief introduction of the panelists by Mr. Davila, the essentials (severely stripped) of each followed in order:

MR. BERNSTEIN: For the deaf such an exemption would only intensify the existing stigma; the invisible would become more visible, and the deaf more so. Opposed.

MR. SUSSMAN: Since, for their tax money, the deaf are at best getting only half values, an exemption would equalize things; gravy often going to the wrong people today, so why not the deaf? On the other hand, paying taxes makes for a citizen's pride. Uncommitted.

MR. TEITELBAUM (read): Even professional people like teachers have hardships which a tax exemption might ease, but this is no excuse; the deaf have an obligation to meet as citizens, and this is to pay taxes just like everyone else. Opposed.

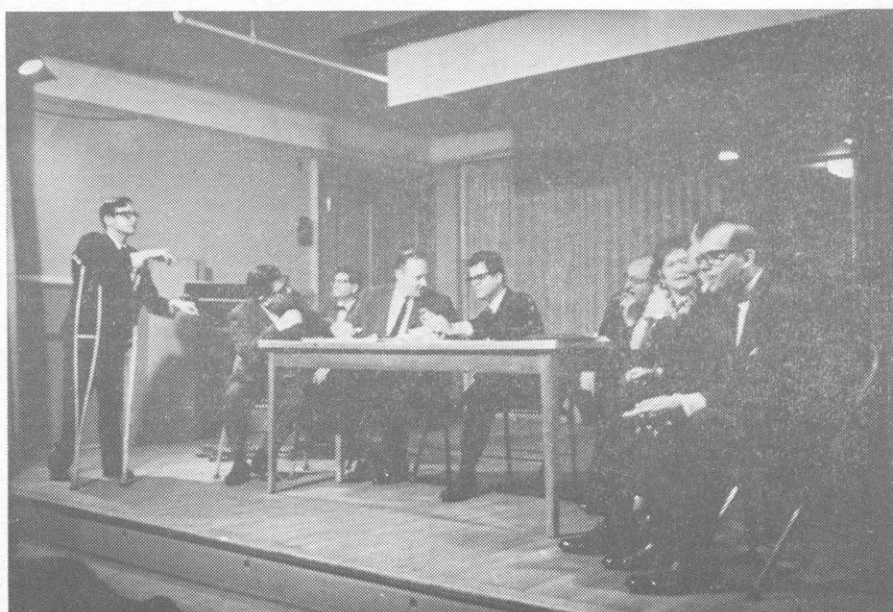
MR. SANSONE: In small towns especially the plight of the deaf is worse than it seems; you have to see it to believe it; for the majority of the deaf in these sections of the country menial jobs are the common lot. In favor.

MRS. EBIN: Let's face it—we are deaf; it took a century to get the word "dumb" out of our schools; \$600 will change nothing, stigma or no; this is something that we must decide for ourselves, now. In favor.

MR. MATTERA: The limited job market and promotional opportunities for the deaf makes for a limited income; the same holds true in government positions; statistically speaking, the saving of over \$5 a week could go far for the average deaf family; now is the time to act in the "Great Society." In favor.

During the rebuttal session that followed, Mr. Bernstein stood alone in his contention that an additional tax exemption for the deaf would have unfavorable social and vocational repercussions, which the other panelists disputed. Education—especially that dealing with the multiply handicapped—received a sizable share of argument in favor of the exemption. On this note the discussion was brought to a close.

Regretting the lack of time, Mr. Davila suggested additional hearings, which would permit the personal views of the audience as well. A start, he noted, had been made. The meeting would serve to promote further discussion and interest in those soon to follow.



PRELUDE TO PANEL TALK—Seated onstage at the Lexington School for the Deaf, New York City, were the leaders who discussed the good and bad of an extra \$600 Federal income tax exemption for the deaf (from left) Albert Berke (survey's national chairman), William Bernstein, Mark Perry (moderator), Anthony Sansone, Katherine Ebin, Allen Sussman, Robert Davila (for Bernard Teitelbaum), James Mattera (partly hidden) and Martin Sternberg.



After collecting the questionnaires distributed earlier, refreshments were served in an adjoining room, followed by a captioned-film showing of "The Hurricane."

(Note: While not received in time but intended for the above meeting, an excerpt from a letter written by a former editor of the *Cavalier*—a publication of the deaf during the 1940's—is presented here.)

"A bill was introduced by Senator Langer (North Dakota) to provide \$600 exemption for the deaf taxpayer and the same for his deaf wife and any deaf child. This was on April 14, 1949. The *Cavalier* investigated and found Langer's secretary very cagey and secretive about it. We (I wrote it but the staff of six agreed) then printed a letter to Langer on page one of the May 1949 issue of the *Cavalier*. The argument was that the tax saving was considerable but that we valued our right to speak up and make claims as first class citizens more highly. It pointed out that the government had other responsibilities intended to even opportunities for the deaf. We felt that these other services—vocational rehabilitation, public health, Gallaudet College and Kendall School, a commision on the handicapped then before Congress—were more legitimate and more productive than a subsidy. We gave the Senator the benefit of the doubt as to motives and suggested he direct his helpful intentions elsewhere. We closed with this sentence (for which we've been criticized) 'We do not want this legislation and believe that the majority of the deaf in this counltry do not want it.'"

### Ambrosen Named Assistant Head Of National Technical Institute

Lloyd A. Ambrosen, superintendent of the Maryland School for the Deaf, on July 1 will become assistant to the head of the National Technical Institute for the Deaf being organized at the Rochester (N.Y.) Institute of Technology. The announcement was made by Dr. Mark Ellingson, RIT president. Ambrosen will be the assistant to Dr. D. Robert Frisina, who heads NTID as an RIT vice president.

Ambrosen holds a bachelor's degree in education from Winona State College and a master of arts degree from Gallaudet College and also has studied at the University of California and the University of Southern California.

He was a teacher at the Minnesota School for the Deaf from 1935 to 1941. Following service in World War II, he became principal of the West Virginia School for the Deaf in 1945. From 1946 to 1948 he was chief of special rehabilitation procedures for the Veterans Administration branch at St. Paul, Minn., and from 1953 to 1955 he served as principal of the Florida School for the Deaf. He has held his present position since 1955.

## CHAFF From the Threshing Floor

By George Propp

**Flying saucers are for real:** There are no swamp gases in Montana or Vancouver and the visual acuity of deafened people is highly reliable. Jean Handy, a student at the Montana School for the Deaf, reports seeing a UFO. Several students at the Washington School also saw one.

**Would you believe:** Only 14 percent of army recruits are trained to fire weapons. Fifty percent of army personnel performs technical and mechanical functions; one-third are in supply and administration and five percent serve in various professional roles. We mention this as a lead to the following question: Why do colleges serving education train only teachers?

Ray Stallo, a native of Ohio, but now a resident of Colton, California, grows prize-winning roses. He had entries in the Rose Show at the Orange Bowl in San Bernardino and has an impressive collection of ribbons and awards.

Two students of the Ohio School for the Deaf, Robert Portorski and Steven Yarosz, are pioneers in a new school-sponsored recreation activity. According to the *Ohio Chronicle*, the two youngsters attended a fly-fishing and casting meet in Thurmond, Maryland.

**Teachers are born losers:** Conscientious instructors at the Minnesota School for the Deaf took their graphic arts class to St. Paul to visit a large printing plant. One student's comment: I think that the work is done much faster at the Webb Co. than at our shop.

The South Carolina School for the Deaf has formally adopted a new communications methodology for instructional purposes. According to the *Palmetto Leaf*, finger-spelling will be combined with speech and lipreading. In the upper grades the simultaneous method will be used. Changeover will be gradual.

**Do-it-yourself repertory:** The St. Louis Dramatic Guild performed "South Pacific" in signs for the deaf of the Kansas City area on April 29. About 300 were in attendance. The performance was a repeat of the successful show given at the Missouri Association for the Deaf convention last summer.

The California School for the Deaf in Berkeley will repeat the successful summer school program of last year. The program this year will be for four weeks instead of six. Several other schools are continuing summer programs initiated last year, but we note with regret that others will drop the effort.

**Cued Speech:** Dr. Orin Cornett, vice president of Gallaudet College, has been giving instruction to people interested in this method of communication. He plans to have a summer seminar in June to indoctrinate teachers of the deaf in the advantages of this method of instruction for the deaf. The system uses hand cues to identify sounds not visible on the lips.

Approximately 200 attended the Founders Day Banquet held in the Student Union of Gallaudet College on April 8. The founding fathers honored at this dinner and meeting are Edward Miner Gallaudet, Dr. Percival Hall, Dr. Leonard M. Elstad, Amos Kendall, Laurent Clerc, Abraham Lincoln and President Johnson. Featured speaker was Dr. Robert Frisina.

**Quote of the month:** A person is either himself or not himself; is either rooted in his existence, or is a fabrication, has either found his humanhood or is playing with masks and roles and status symbols. And nobody is more aware of this difference (although unconsciously) than a child.—Sydney J. Harris in the *Rocky Mountain Leader*

In the course of my professional and journalistic pursuits, I read a considerable proportion of the various articles that constitute the literature of deafness. One of our problems seems to be that we have too many people in ivory towers diagnosing our difficulties from a pathologicistic point of view. Over the recent months they've discovered so many new areas of deprivation that I'm almost embarrassed to claim membership in the human race. Possibly I would have resigned myself to hopelessness long ago if it weren't for the fact that I also read the *Junior Deaf American* and the student pages of the *lpf* publications. Deaf youth is optimistic, and perhaps some of our so-called scholars should obtain data from this source. I am by no means suggesting that we should ignore obvious problems in the hopes that they will go away; what I would like to suggest is that perhaps the greatest ally in the solution of the problem would be the kids themselves.

**Communication problems?** Who says that deaf kids suffer from communication deprivation? The Jr. NAD chapter at the New Mexico School for the Deaf recently transmitted a message that had an impact half way around the world. The students, in response to a pre-Christmas appeal, collected 30 pounds of soap for the people in Vietnam.



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